DOCUMENT RESUME

ED 083 386 CE 000 361

TITLE A Pennsylvania State Plan for the Administration of Vocational-Technical Education Programs. Part I--Administrative Provisions. Fiscal Year 1974.

INSTITUTION Pennsylvania State Dept. of Public Instruction, Harrisburg. Bureau of Vocational, Technical, and Continuing Education.

PUB DATE 73

NOTE 142p.; This is the amended Fiscal Year 1973 Plan, for part II, see CE 000 362

EDRS PRICE MF-$0.65 HC-$6.58

DESCRIPTORS *Administrative Policy; *Administrator Guides; Consumer Education; Financial Policy; Homemaking Education; Poverty Programs; Residential Schools; *Statewide Planning; Teacher Education; *Technical Education; *Vocational Education; Work Study Programs

IDENTIFIERS *Pennsylvania

ABSTRACT

The first of two parts, this portion concerns itself with administrative provisions according to these categories: general provisions, fiscal control and funding accounting procedure, State vocational education programs, vocational education programs for the disadvantaged, vocational education research and personnel training, exemplary programs and projects, residential vocational education schools, consumer and homemaking education, cooperative vocational education programs, and work study programs for vocational education students. These provisions constitute the basis upon which eligibility of the State for Federal funds is determined. Eleven specific appendixes from the 1973 State plan are not included because they are official Pennsylvania State and Pennsylvania Department of Education documents and have already been widely distributed. (For part II, see CE 000 362.) (AG)

ED 083386

Fiscal Year 1974

A Pennsylvania State Plan

Vocational-Technical Education Programs

Part I—Administrative Provisions

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 000 361

FILMED FROM BEST AVAILABLE COPY

Pennsylvania Department of Education 1974

Discrimination Prohibited

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Therefore, any program or activity receiving financial assistance from the Department of Health, Education, and Welfare must be operated in compliance with this law. (See Appendix E, Part II of this Plan).

Sex Discrimination Prohibited

Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance . . . ." (See Appendix F, Part II of this Plan).

ED 083386

Fiscal Year 1974

A Pennsylvania State Plan for the Administration of Vocational-Technical Education Programs

PART I-Administrative Provisions

Prepared by
Bureau of Vocational Education
Pennsylvania Department of Education
1974

Commonwealth of Pennsylvania
Milton J. Shapp, Governor

Department of Education
John C. Pittenger, Secretary

Office of Basic Education
Donald M. Carroll Jr., Commissioner
Harry K. Gerlach, Deputy Commissioner

Bureau of Vocational Education
John W. Struck, Director

Pennsylvania Department of Education
Box 911
Harrisburg, Pa. 17126

State Agency's Approval Certificates

Valid certificates attesting to the approval of the Pennsylvania State Plan for Vocational-Technical Education Programs by the following are on file in the Bureau of Vocational Education, Executive House, Harrisburg, Pennsylvania:

Commonwealth of Pennsylvania State Planning Board
Governor's Office - State Plan Review
Dated: June 1, 1973

Certificate of Attorney General State of Pennsylvania
Dated: May 16, 1973

Certificate of State Board of Education State of Pennsylvania
Dated: May 17, 1973

Certificate of State Advisory Council for Vocational Education
State of Pennsylvania
Dated: May 17, 1973

Certificate of Public Hearing and Public Notification
State of Pennsylvania
Dated: May 17, 1973

FOREWORD

A Pennsylvania State Plan for the Administrative Provisions and Annual and Long-Range Program Plan Provisions for Vocational-Technical Education Programs is an agreement with the U.S. Office of Education. It consists of two parts concerning vocational education programs, services and activities at all instructional levels that qualify for financial support from Public Law 90-576, Vocational Education Amendments of 1968, Part F of the Higher Education Act of 1965 and Title II of the Education Amendments of 1972.

The State Plan was prepared in accordance with instructions from the Commissioner of Education, Regulations for State Plan Programs and a Guide for the Development of a State Plan for the Administration of Vocational Education Under the Vocational Education Amendments of 1968, Part F of the Higher Education Act of 1965 and Title II of the Education Amendments of 1972. The development of this plan was a cooperative effort involving many individuals within and outside the Bureau of Vocational Education. The recommendations, assistance and advice of those contributing to the preparation of the State Plan is gratefully appreciated.

Part I describes the administrative provisions for conducting vocational programs, services and activities throughout the State. It is the basis upon which eligibility of the state for federal funds is determined.

Part II contains the annual program plan for fiscal year 1974 and long-range program plan provisions for fiscal year 1974 to 1978 that are required by Vocational Education Amendments of 1968. It also incorporates the pertinent provisions of Part F of the Higher Education Act of 1965 and Title II of the Education Amendments of 1972.

FISCAL YEAR 1974
A PENNSYLVANIA STATE PLAN
FOR
VOCATIONAL-TECHNICAL EDUCATION PROGRAMS

PART I - ADMINISTRATIVE PROVISIONS

In accordance with a memorandum dated January 11, 1973 addressed to State Directors of Vocational Education and Regional Directors, AVTE by the Acting Director (Michael Russo), Division of Vocational and Technical Education, Department of Health, Education and Welfare, Office of Education; Part I - Administrative Provisions of the Pennsylvania State Plan for Vocational-Technical Education for Fiscal Year 1973 continues to be the official Part I - Administrative Provisions for Fiscal Year 1974 with the following exceptions:

Amendment 1

Page 1-1 - First Paragraph is amended to include, "Title II of the Education Amendments of 1972," and to read as follows:

The State of Pennsylvania through the State Board for Vocational Education hereby submits its State Plan under the provisions of the Vocational Education Amendments Act of 1968, including Title II - Vocational Education Leadership and Professional Development Amendment of Higher Education Act of 1965, Title II of the Education Amendments of 1972, the Smith-Hughes Act and Supplementary Acts, as amended, and the revised regulations with respect there to.

New pages 1-1 (amended 1974) 1-2 (amended 1974) and I-2A (amended 1974) have been inserted in Part I - Administrative Provisions fiscal year 1973 to replace the original pages 1-1 and 1-2.

Amendment 2

Updated organizational charts have been inserted to replace the original organizational charts in Part I - Administrative Provisions Fiscal Year 1973 as follows:

Page I-4 - Commonwealth of Pennsylvania
Department of Education dated
December 15, 1972
Page I-4 (amended 1974)

Page I-5 - Bureau of Vocational Education
dated May 11, 1973
Page I-5 (amended 1974)

Amendment 3

Page 1-11 - Section 1.33 paragraph

1.33-1 is amended to read as follows:

1.33-1 Administrative personnel: Each school providing approved vocational education shall have administration and supervision by certificated vocational education administrators and/or supervisors.

a. Full-Time AVTS: The administration of the total school program shall be assigned to a person holding a director of vocational education certificate. It is strongly recommended that this person hold both a vocational

directors certificate and a secondary principal certificate. If the person does not have both certificates, then a certified secondary principal shall be employed on the staff to supervise the academic programs.

b. Part-Time (service-center) AVTS: A person holding a certificate as director of vocational education is required to head this school, except as provided under Section 1.33-2.

c. Comprehensive High School: This program shall be administered by either a properly certified director or supervisor of vocational education.

d. Qualifications: See Appendix 1.3

New page I-11 (amended 1974) has been inserted in Part I - Administrative Provisions Fiscal Year 1973 to replace the original page I-11.

Amendment 4

Page I-47 - Section 1.9

After paragraph 1.95 add paragraphs 1.96 and 1.97

1.96 to read as follows:

1.96 Uniform Relocation Assistance: Local education agencies making requests for construction grant programs from the Department of Health, Education and Welfare that will result in the displacement of persons must give written assurances to the Department of Health, Education and Welfare that the local educational agency has the authority to enter into such a contract or agreement and that provisions have been made for funding such displacement. The assurances must be in accordance with the provisions of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of (P.L. 91-646) and Pennsylvania Statute Act 170, 1971, dated December 29, 1971.

1.97 To read as follows:

1.97 Environmental Assessment: All construction project applications which request Federal funding assistance must be accompanied by the applicants own environmental assessment. This assessment is to be made in accordance with the directives set forth in the Department of Health, Education and Welfare, Bureau of Adult, Vocational and Technical Education Program Memorandum AVT (V) 73-19 dated March 16, 1973 and is required by the National Environmental Policy Act of 1969 (NEPA) P. L. 91-190, 42 U.S.C. Section 4321-4347.

New pages I-47 (amended 1974), I-48 (amended 1974), I-49 (amended 1974) and I-49A (amended 1974) have been inserted in Part I - Administrative Provisions Fiscal Year 1973 to replace the original page I-47, I-48 and I-49.

Amendment 5

Page I-61 Section 3.0 State Vocational Education Programs under Section 3.1 Allocation of Funds to Part B Programs.

The second paragraph of this section is amended as follows:
at the end of the paragraph delete period after (handicapped) persons and add: "and persons in correctional institutions". New page I-61 (amended 1974) has been inserted in Part I - Administrative Provisions Fiscal Year 1973 to replace the original page I-61.

Fiscal Year 1974
(Amended F.Y. 1973 Plan)

A Pennsylvania State Plan

Vocational-Technical Education Programs

Part I—Administrative Provisions

Pennsylvania Department of Education 1974

Appendices to 1973 Pennsylvania State Plan
for
Vocational-Technical Education Programs
(Amended 1974)

Part I - Administrative Provisions

-Note-

These appendices are not included in this printed copy of Part I - Administrative Provisions for Fiscal Year 1973 (Amended 1974). They are official Pennsylvania State and The Pennsylvania Department of Education documents. They have been given a wide distribution throughout the State and especially to all educational facilities. They should be available in the administrative offices of all vocational-technical schools and other school administrative offices in the State. The Pennsylvania Department of Education publications listed in appendices may be requested from:

Publications Distribution Coordinator
Pennsylvania Department of Education
Box 911
Harrisburg, Pa. 17126

Appendix A	Considerations given each recommendation of State Advisory Council for FY 1969-70
	Some Highlights of the Class of 1969 Survey
	Some Highlights of the Class of 1970 Survey
Appendix 1.14A	State Board of Education
Appendix 1.14B	State Advisory Council on Vocational Education
Appendix 1.3	Regulations of the State Board of Education of Pennsylvania Chapter 10 and Civil Service Job Specifications
Appendix 1.4	Guidelines - Office of Career Development, Pennsylvania Department of Education
Appendix 1.5	Vocational-Technical Program Approval 1971 Evaluative Criteria
Appendix 1.7	Agreement for Cooperation Between the Pennsylvania State Employment Service of the Bureau of Employment Security and the Bureau of Vocational, Technical and Continuing Education of the Department of Education

Appendix 1.9	Procedures for Requesting Approval of School Building Projects
Appendix 3.2	School Administrators Memorandum 448 dated October 27, 1971
Appendix 3.21	School Administrators Handbook dated December 15, 1971, "Vocational Education Programs"
Appendix 3.25-2	A Measure of Local Effort 1969-72 including Market Value By School District and County

TABLE OF CONTENTS

AMENDED - FY 1974

PART I - ADMINISTRATIVE PROCEDURES

	Page
1.0 General Provisions	1
1.1 State Board	1
1.11 Name and Designation of State Board	1
1.12 Executive Officer of the State Board (Secretary of Education)	2
1.13 Authority of State Board	2
1.14 State Board Organization	2
1.14-1 Functional Responsibilities of State Board and Regional Staff	6
1.2 Public Hearings and Information	7
1.21 Public Hearings	7
1.22 Public Information	7
1.3 Minimum Qualifications of Personnel	7
1.31 State Administrative and Supervisory Personnel	7
1.31-1 State Director	7
1.31-2 Assistant State Director	8
1.31-3 Vocational Education Planning Specialist and Vocational Education Advisor IV	8
1.31-4 Vocational Education Program Specialists I and II	9
1.31-5 Vocational Education Advisor I,II and III	9
1.31-6 Administrative Assistant I and II	10
1.32 State Ancillary Services Personnel	10
1.32-1 Educational Research Associate I and II	10
1.32-2 Educational Research Assistant	10
1.33 Local Administrative and Supervisory Personnel	11
1.33-1 Administrative Personnel	11
1.33-2 Supervisory Personnel	11
1.33-3 Coordinator of Vocational Education	12
1.33-4 Instructional Personnel	12
1.33-5 Vocational Guidance Counselor	12
1.34 Other Personnel	13
1.34-1 Exchange Personnel from Business and Industry	13
1.34-2 Paraprofessional Personnel	14
1.4 Professional Personnel Preparation and Development	15
1.41 Policies and Procedures for Personnel Preparation and Development	15
1.41-1 Relating Professional Personnel Development Programs to Professional Positions	16
1.41-2 Developing the Capability to Meet Personnel Needs	17
1.41-3 Utilization of Other Resources	19

		Page
1.42	Review and Modification of Personnel Qualifications and Standards	20
1.43	Determination of Personnel Preparation and Development Priorities	22
1.44	Advisory Committee	27
1.45	Procedures for Obtaining and Approving Projects and Activities	28
1.45-1	Submittal of Applications	28
1.45-2	Review of Applications for Projects	29
1.45-3	Action on Applications for Projects	30
1.46	Supplement Funds	31
1.47	Coordination with other EPDA Programs	32
1.47-1	Coordinative Responsibilities of State Coordinator EPD Programs.	32
1.47-2	The Education Professions Development Council	33
1.5	Program Evaluation	36
1.51	State Board for Vocational Education	36
1.52	State Advisory Council	36
1.53	State Level.	37
1.54	Local Level.	40
1.55	Objective of Evaluation.	40
1.56	Evaluative Procedures	40
1.57	Evaluation Personnel.	40
1.58	Program Evaluation	41
1.59	Use of Evaluations	41
1.6	State Reports	41
1.7	Cooperative Arrangements	42
1.71	State Employment Service	42
1.72	Handicapped Persons	42
1.72-1	State Rehabilitation Agency	42
1.72-2	State Special Education Agency.	42
1.72-3	Local Educational Agencies	43
1.73	Other Agencies, Organizations and Institutions	43
1.74	Other States	43
1.8	Vocational Education Under Contract.	44
1.81	Private Postsecondary Vocational Training Institutions	45
1.82	Other Agencies and Institutions	45
1.9	Construction Requirements	45
1.91	Labor Standards	45
1.92	Equal Employment Opportunities	46
1.93	Avoidance of Flood Hazards.	46
1.94	Accessibility to Handicapped Persons	46
1.95	Competitive Bidding	47
1.96	Uniform Relocation Assistance	47
1.97	Environmental Assessment	48
1.10A	Effective Use of Results of Program and Experience	48
1.10B	Opportunity for a Hearing on Local Applications.	49
1.10C	Economically Depressed Areas	49A
1.10D	Areas of High Youth Unemployment or School Dropouts	49A

	Page
2.0 Fiscal Control and Fund Accounting Procedures	50
2.1 Custody of Federal Funds	50
2.2 Expenditure of Federal Funds	50
2.3 Allotment Availability	50
2.31 Program and Services	50
2.31-1 Availability of Funds	51
2.31-2 Program Expenditures	51
2.31-3 State Accounting Procedures	51
2.32 Construction Costs	52
2.4 Fiscal Records	52
2.41 Maintenance of Records	52
2.42 Retention of Records	53
2.5 Audits	53
2.51 State Audit of State Accounts	53
2.52 Audit of Local Accounts	53
2.52-1 Audits by the Auditor General's Bureau	53
2.52-2 Audits by the Comptroller's Division	54
2.52-3 Local Audits	54
2.52-4 Program Audits	54
2.52-5 Audit Standards and Procedures	55
2.52-51 Audit Procedures	56
3.0 State Vocational Education Programs	61
3.1 Allocation of Funds to Part B. Programs	61
3.11 Percentage Requirement	65
3.12 Identification of Disadvantaged Persons	65
3.13 Identification of Handicapped Persons	66
3.14 Manpower Needs and Job Opportunities	67
3.15 Vocational Education Needs of Groups to be Served	68
3.2 Allocation of Funds to Local Educational Agencies for Programs, Services and Activities	69
3.21 Local Application	71
3.22 Procedures for Processing Local Applications for Vocational Programs, Services and Activities	71
3.22-1 Programs, Services and Activities Undertaken by State Board	71
3.22-2 Programs, Services and Activities Undertaken by Local Educational Agencies	71
3.22-3 Coordination with Other State Agencies	72
3.23 Procedures for Processing Local Applications for Construction	73
3.23-1 Projects Undertaken by the State Board	73
3.23-2 Projects Undertaken by Local Educational Agencies	73
3.23-3 Coordination with Other State Agencies	74
3.24 Maintenance of Effort	74
3.25 Matching	74
3.25-1 Overall State Matching	74
3.25-2 Reasonable Tax Effort	75

	Page
3.26 Criteria for Determining Relative Priority of Local Applications	76
3.26-1 Manpower Needs and Job Opportunities	76
3.26-2 Vocational Education Needs.	77
3.26-3 Relative Ability to Provide Resources	78
3.26-4 Relative Costs of Programs, Services and Activities	79
3.26-5 Other Criteria of the State	81
3.27 Application of Criteria in Determining the Relative Priority of Local Applications	81
3.27-1 Formula Development for P.L. 90-576.	81
3.27-2 Development of a Common Relative Scale.	83
3.27-3 Description of Formulas.	85
3.27-4 Projects and Allocations	91
4.0 Vocational Education Programs for the Disadvantaged	93
4.1 Required Allocation of Funds to Certain Areas.	93
4.2 Participation of Students in Nonprofit Private Schools.	93
4.3 Noncommingling of Funds	94
5.0 Vocational Education Research and Personnel Training	95
5.1 State Research Coordinating Unit	95
5.2 Application Procedures	96
5.21 Submittal of Applications	96
5.22 Review of Application.	97
5.23 Action on Application.	98
5.3 Notification of the Commissioner	98
6.0 Exemplary Programs and Projects	99
6.1 Application Procedures	99
6.11 Submittal of Applications	99
6.12 Review of Applications	99
6.13 Action on Applications	101
6.2 Program or Project Requirements	101
6.21 Coordination With Other Programs	101
6.22 Participation of Students in Nonprofit Private Schools	101
6.23 Noncommingling of Funds	102
6.24 Notification to Commissioner	102
7.0 Residential Vocational Education Schools	103
7.1 Procedures for Establishing Residential Facilities	103
7.11 State Operated	103
7.11-1 Planning	103
7.11-2 Construction	103
7.11-3 Operating	103
7.12 Locally Operated	103
7.12-1 Submittal of Applications.	103
7.12-2 Review of Applications.	104
7.12-3 Action on Applications.	104
7.13 Priority Allocation of Funds to Certain Areas.	105
7.2 Requirements	105
7.21 Purpose of Program.	105
7.22 Non-discrimination.	106
7.23 Employment Opportunities.	106
7.24 No Fees or Charges	106
7.3 Notification to Commissioner	106

		Page
8.0	Consumer and Homemaking Education	107
	8.1 Establishing and Operating Programs.	107
	8.11 State Operated.	107
	8.12 Locally Operated	107
	8.12-1 Submittal of Applications	107
	8.12-2 Review of Applications	108
	8.12-3 Action on Applications	108
	8.13 Required Allocation of Funds to Certain Areas	109
	8.2 Required Content of Program	109
	8.3 Ancillary Services and Activities	109
9.0	Cooperative Vocational Education Programs	111
	9.1 Procedures for Approval of Cooperative Vocational Education Programs	111
	9.11 Submittal of Applications	111
	9.12 Review of Applications	112
	9.13 Action on Application	113
	9.2 Requirements of Cooperative Vocational Education Programs.	113
	9.21 Purpose	113
	9.22 On-The-Job Training Standards.	114
	9.23 Identification of Jobs	114
	9.24 Additional Costs to Employers.	115
	9.25 Costs to Students.	116
	9.26 Participation of Students in Nonprofit Private Schools	117
	9.27 Noncommingling of Funds.	117
	9.28 Evaluation and Follow-Up Procedures.	118
	9.3 Ancillary Services and Activities	118
10.0	Work Study Programs for Vocational Education Students	119
	10.1 Procedures for Approval of Work Study Programs	119
	10.2 Requirements of Work Study Programs.	119
	10.21 Administration of Program.	120
	10.22 Eligible Students	120
	10.23 Limitation on Hours and Compensation	120
	10.24 Employment for Public Agency or Institution.	121
	10.25 Maintenance of Effort	122
	10.3 Funds for State Plan Development and Administration.	122

PENNSYLVANIA STATE PLAN FOR VOCATIONAL EDUCATION

Part I - Administrative Provisions

The State of Pennsylvania through the State Board for Vocational Education hereby submits its State Plan under the provisions of the Vocational Education Amendments Act of 1968, including Title II - Vocational Education Leadership and Professional Development Amendment of Higher Education Act of 1965, Title II of the Education Amendments of 1972, the Smith-Hughes Act, and supplementary acts, as amended.

1.0 General Provisions

1.1 State Board

1.11 Name and Designation of State Board

The State Board for Vocational Education is the sole agency responsible for the administration of the State Plan or for the supervision of the administration thereof by local educational agencies, and has all necessary power to cooperate with the Office of Education in the administration of the State Plan. Throughout this plan any reference to "State Board" refers to this official board.

The authority of the state is defined in the following legislative acts:

Act of April 9, 1929, P.L. 177, 71 Purdon §118.1 and §367

Act of July 11, 1917, P.L. 757, 24 Purdon §1701 - §1704 inclusive

Act of May 28, 1937, P.L. 1004, as amended, 24 Purdon §1705, §1706 and §1707

Act of March 10, 1949, P.L. 30, as amended, 24 Purdon §18-1801-§18-1811 inclusive; §18-1841-§18-1849 inclusive; §18-1850, §18-1850.1, §18-1850.2, §18-1850.3, §18-1851, §18-1852, §18-1853, §25-2504, §25-2504.1, §25-2504.2, §25-2504.3, §25-2507, §25-2508, §25-2508.1 §25-2508.2, §25-2508.3, §25-2508.4.

Act of May 9, 1949, P.L. 1022, 24 Purdon §2801-§2813 inclusive

Act of September 29, 1959, P.L. 995, as amended, 24 Purdon §2821 and §2822

1.12 Executive Officer of the State Board (Secretary of Education)

The Secretary of Education shall be the executive officer of the State Board for Vocational Education for administering the school laws of the Commonwealth, including those relating to vocational education. See Sections 1802, 2805, 2807, 2810, 2098 of the School Laws of Pennsylvania, December 1968.

1.13 Authority of State Board

The authority of the State Board is derived from the legislative acts cited in Section 1.11 (above) of the State Plan.

1.14 State Board Organization

The State Board of Education consisting of 17 members also serves as the State Board for Vocational Education.

I - 2A (Amended 1974)

The description of the State Board and its relationship with other state agencies and institutions may be found on Chart 1, Department of Education of the Commonwealth of Pennsylvania, page I-4 of the State Plan. As the State Board for Vocational Education, the board investigates and aids in the introduction of vocational education, assists

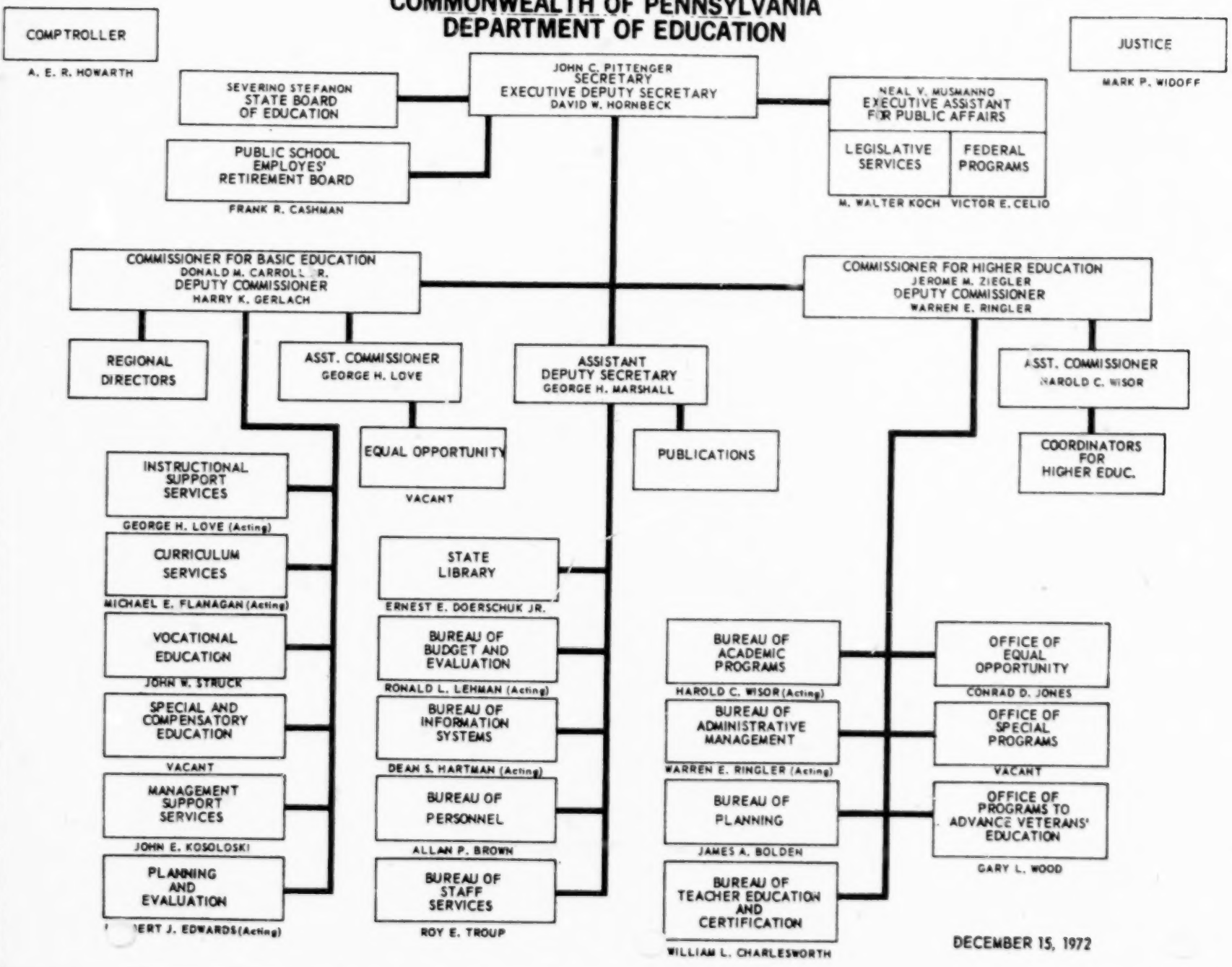
in the establishment of schools and departments of vocational education, approves area vocational-technical school attendance areas, adopts policies affecting vocational-technical education and establishes principles and policies under the State Plan for Vocational Education. Each member shall be appointed by the Governor for terms of six years and with the approval of two thirds of the senate. The Governor shall designate a member to serve as chairman of the State Board of Education. The chairman of the board may appoint special joint committees from among the members of the board to formulate policy proposals. See Appendix 1.14A "State Board of Education" and Appendix 1.14B State Advisory Council on Vocational Education."

The vocational education program will operate within the regular organizational and administrative framework of the Pennsylvania Department of Education. See Chart 1-A, page I-5

The State Board will have a state staff within the Pennsylvania Department of Education sufficiently adequate to administer, supervise, promote, expand, maintain, operate and evaluate vocational education programs, services and activities under the State Plan to the extent necessary to assure quality in all vocational education programs which are realistic in terms of actual or anticipated employment opportunities and suited to the needs, interests and abilities of all people being trained.

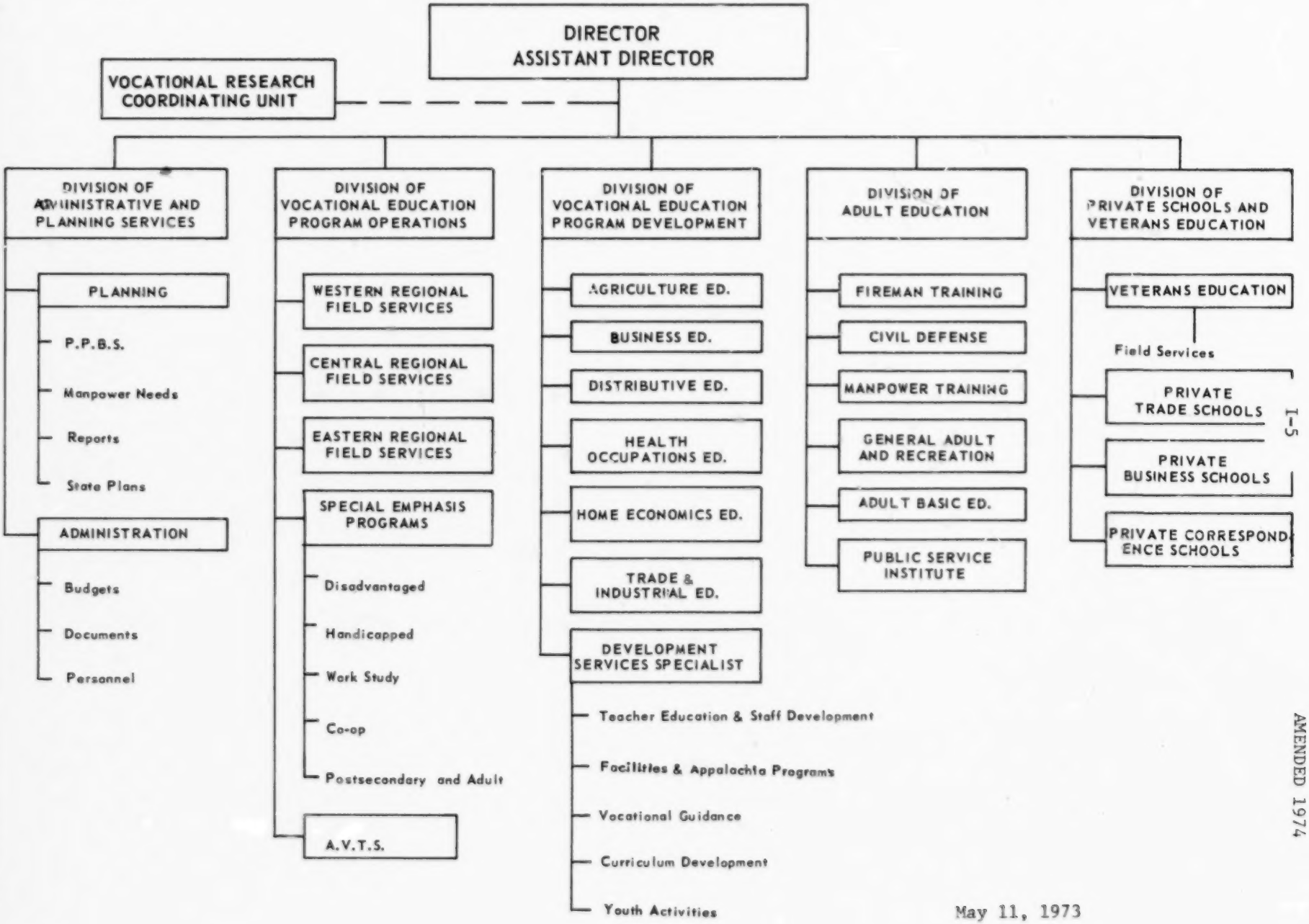
The organization of the State Board staff for the admin-

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION



Amended 1974

BUREAU OF VOCA JNAL EDUCATION



May 11, 1973

AMENDED 1974

istration and supervision of vocational education programs, services and activities under the State Plan are shown on the organization chart for the Bureau of Vocational, Technical and Continuing Education, Chart 1-A. A vocational directory of administrative and supervisory personnel to support the functions of the Bureau of Vocational, Technical and Continuing Education is given in Appendix B - Part II. These functions include the planning and development of activities, administration and supervision of program operations, evaluation, program services coordination and providing needed services for: (1) disadvantaged individuals; (2) handicapped persons; (3) depressed areas; (4) research (5) exemplary projects and programs; (6) residential schools; (7) consumer and homemaking education; (8) curriculum development and (9) work study.

1.14-1 Functional Responsibilities of State Board and Regional Staff

The functions and responsibilities of administrative positions are found in Appendix C - Part II Annual and Long-Range Program Plan Provisions. A detailed description of the functional responsibilities for the various state board units and regional staffs may be found in the Appendix 1.3 - Regulation of the State Board of Education Chapter 10 and Civil Service Job Specification.

1.2 Public Hearings and Information

1.21 Public Hearings

A public hearing as required by P.L. 90-576, Section 123 (a) (3) (A) shall be announced for a reasonable period of time prior to such hearing and in accordance with Sections 2807, 2808, 2810, 2811.1, 2811.2 of the School Laws of Pennsylvania. Notification will be sent to persons interested in the State Vocational Education Program.

1.22 Public Information

The State Board shall advertise, for a reasonable time, the holding of a public hearing concerning the State Plan. The time, date and place of the meeting shall be included in the announcement. Copies will be made available to State Board and State Advisory Council Members, educational administrators, state and regional associations representing organized labor, business, industry, professions, social, civic and governmental agencies and to other interested persons upon request to the State Board.

1.3 Minimum Qualifications of Personnel

1.31 State Administrative and Supervisory Personnel

1.31-1 State Director

a. Duties: The state director, through the executive officer of the State Board and the commissioner for Basic Education, shall direct and supervise the functions and services the State Board assigns to

the Pennsylvania Department of Education and the services that the State Board extends to local educational agencies.

b. Qualifications: The qualifications for state director are described in the Appendix 1.3.

1.31-2 Assistant State Director

a. Duties: The duties of the assistant state director shall include, by assignment of the state director, any of the duties of the state director relating to the total vocational education program or any phase thereof.

b. Qualifications: See Appendix 1.3.

1.31-3 Vocational Education Planning Specialist and Vocational Education Advisor IV.

a. Duties: Chiefs of Division shall be responsible to the State Director of Vocational Education and to the Assistant State Director for the administration of that segment of the state program of vocational and technical education as indicated on the Organizational Chart 1-A of the State Plan. Each Chief of a division administers, coordinates and implements policies relating to maintaining, extending, developing and improving vocational education programs, services and activities in local school systems and vocational-technical school attendance areas throughout the State. They participate in the development of policies and standards, goals and objectives, and organizing and coordinating con-

ferences with school officials and civic groups to promote vocational education or redirect the vocational education effort within the limits of state and federal legislation, administrative policies and guidelines of the State Plan.

b. Qualifications: See Appendix 1.3.

1.31-4 Vocational Education Program Specialists I and II

a. Duties: The state staff will include educational Program Specialist I and II whose individual responsibilities will vary according to the nature of their specific assignments in the administration of that segment of vocational and technical education as indicated on the Organizational Chart 1-A of the State Plan. They shall perform complex planning or supervision functions, direct the work of subordinates and provide general supervisory and consultant services to local educational agencies in the process of planning, expanding, implementing and improving vocational-technical education programs, services and activities throughout the state in accordance with State Plan provisions.

b. Qualifications: See Appendix 1.3.

1.31-5 Vocational Education Adviser I, II, III

a. Duties: Advisers I, II and III shall provide vocational and technical education leadership and consultive services for state and local professional staffs, regional planning units and advisory groups and plan, promote, director and evaluate those

segments of the state vocational-technical education program to which assigned. These personnel are utilized in state and regional offices.

b. Qualifications: See Appendix 1.3

1.31-6 Administrative Assistant I and II

a. Duties: Responsible for certain departmental staff services; such as personnel and office management, purchasing, accounting and coordination and budget preparation. May be responsible for supervising a moderate number of technical and clerical employes or assisting in coordinating the work of a larger staff.

b. Qualifications: See Appendix 1.3

1.32 State Ancillary Services Personnel

1.32-1 Educational Research Associate I and II

a. Duties: Duties shall be to plan highly complex and original educational research work including all steps from developing or refining theoretical concepts through forming hypotheses; designing, conducting and managing controlled studies; field testing and replicating the studies; analyzing and evaluating the data.

b. Qualifications: See Appendix 1.3

1.32-2 Educational Research Assistant

a. Duties: Duties shall be to assist higher level research personnel in conducting educational research and participate in formulating hypothese; designing controlled studies; conducting and managing studies;

field testing the studies; and analyzing and evaluating the data.

b. Qualifications: See Appendix 1.3

1.33 Local Administrative and Supervisory Personnel

1.33-1 Administrative Personnel: Each school providing approved vocational education shall have administration and supervision by certificated vocational education administrators and/or supervisors.

a. Full-Time AVTS: The administration of the total school program shall be assigned to a person holding a director of vocational education certificate. It is strongly recommended that this person hold both a vocational director's certificate and a secondary principal certificate. If the person does not have both certificates, then a certified secondary principal shall be employed on the staff to supervise the academic programs.

b. Part-Time (service-center) AVTS: A person holding a certificate as director of vocational education is required to head this school, except as provided under Section 1.33-2.

c. Comprehensive High School: This program shall be administered by either a properly certificated director or supervisor of vocational education.

d. Qualifications: See Appendix 1.3

1.33-2 Supervisory Personnel

a. Duties: The supervisor of vocational education

may function as a supervisor in a large vocational education program, as assistant to the director of vocational education, as a supervisor of a vocational department in a comprehensive high school or as a supervisor in an area vocational-technical school under the general administration of a director of vocational education.

b. Qualifications: See Appendix 1.3.

1.33-3 Coordinator of Vocational Education

a. Duties: The coordinator's primary responsibility shall be to assist the vocational administrator in the supervision of specific areas of vocational programs assigned to him for which the administrator is responsible.

b. Qualifications: See Appendix 1.3.

1.33-4 Instructional Personnel

a. Duties: The instructional personnel shall implement curricula, teach in the field of vocational specialization, develop instructional materials, work with advisory committees and conduct instructional activities which will enable the students to meet realistic occupational goals and administrative needs.

b. Qualifications: See Appendix 1.3.

1.33-5 Vocational Guidance Counselor

a. Duties: The vocational guidance counselor shall provide leadership in the development and coordina-

tion of vocational guidance activities in areas such as: (1) the development of educational and occupational information to be used by counselors, teachers, students and in public relations, (2) the development of selection procedures and processes for placement and assisting students during periods of educational or vocational transitions in vocational-technical education programs, (3) the provision of consultative services to assist teachers to understand developmental needs and potentialities of individual students, and (4) the direction of follow-up of graduates to determine the effectiveness of the educational program and pupil counseling services.

b. Qualifications: See Appendix 1.3.

1.34 Other Personnel

1.34-1 Exchange Personnel from Business and Industry

a. Duties: Personnel from business and industry engaged in providing related supplemental instruction on improving any aspect of vocational education shall assist in the conduct of the vocational-technical education program at the state or local level under the supervision of a certified professional staff member.

b. Qualifications: Education and/or experience deemed appropriate by the State Director for Vocational Education, local chief school administrator

or local director of vocational education. (See Appendix for certification requirements.)

1.34-2 Paraprofessional Personnel

a. Duties: Persons engaged in this capacity shall assist in the conduct of the vocational-technical education programs at the state or local level under the supervision of a certificated professional staff member.

b. Qualifications: A background of education and/or experience appropriate for the particular assignment as determined by the State Director of Vocational Education, local chief school administrator or director of vocational education. (See Appendix for certification requirements.)

1.4 Professional Personnel Preparation and Development

1.41 Policies and Procedures for Personnel Preparation and Development

Cooperative arrangements are in effect with educational institutions and agencies supervised and funded by the Department of Education to provide a sufficient supply fo qualified teachers, supervisors and other vocational personnel in the Commonwealth. The structure to provide this service is an administrative arrangement since the institutions are under the same State Board.

Teacher education institutions conduct educational programs for prospective teachers from the various occupational fields. In addition, the teacher education institutions provide baccalaureate and advanced degree programs. Leadership development conferences are conducted periodically for field staff, teachers and prospective teachers. See Appendix D - Part II.

Teachers of the Commonwealth are required to satisfy the minimum certification qualifications. Provisions are made for improvement within the certification structure and for the employment of personnel having unique and relevant experience in lieu of formal degrees and certification requiring such degrees.

Teacher education institutions conduct preservice education programs on and off the campus for prospective teachers for purposes of professional development to qualify for a vocational teaching certificate. These teacher education programs are available to all qualified applicants in public and private schools.

In-service education programs are conducted by school districts, teacher education institutions, agencies sponsored by ESEA and the Department of Education and the Bureau of Vocational, Technical and Continuing Education.

In addition, the upgrading of personnel may take place through the Office of Career Development established in the Department of Education for the purposes of improving the qualifications of state staff; the state board may make arrangements with institutions, business and industry, factory, schools and other agencies as the need arises for training of personnel and school districts in the Commonwealth are adopting policies of tuition reimbursement for teachers wishing to improve their qualifications and skills. Added incentive generally includes salary differential for advanced work.

1.41-1 Relating Professional Personnel Development Programs to Professional Positions

It is deemed essential that the state agency play a vital role in bringing together the educational and training expertise of colleges and universities and the needs of those who will be employing the graduates of their programs. Procedures employed to relate professional personnel development preservice and in-service programs to the reality of the professional positions for which personnel are trained may include the following:

a. Provision of supervised practical experiences relevant to the individual's needs for professional development and the objectives of the training program.

b. Cooperation of the state's field, administrative and supervisory staffs in counseling local vocational education personnel on professional development; identifying the professional development needs of local vocational education personnel; identifying personnel capable of leadership; development and identifying vocational education personnel requiring professional development of a remedial, reorienting or retraining nature.

c. Encouragement of agencies sponsoring in-service professional development programs to communicate with the supervisor of each participant regarding the behavioral objectives of the program to insure that supervisory personnel are aware of professional development and growth ot their faculty and to encourage supervisory support and reinforcement of the newly acquired competencies of these individuals.

d. Consideration of the recommendations of ad hoc committees concerning with professional personnel development regarding the improvement of in-service and preservice education programs.

1.42-2 Developing the Capability to Meet Personnel Needs

The State Board for Vocational Education shall employ the following procedures to develop the capability of agencies, institutions, business, industry and commercial enterprises to meet the determined personnel needs.

Programs will be initiated with institutions of higher education, local educational agencies and business and industry to carry out cooperative arrangements for the education or retraining of vocational education personnel such as teachers, teacher educators, administrators supervisors, coordinators and other personnel, in order to strengthen vocational education programs throughout the Commonwealth.

Procedures to be employed in developing and applying criteria for the allocation of program funds taking into account critical pre and inservice vocational education personnel needs include the following:

a. Assessment by appropriate State Board staff of changes in the existing quantitative and qualitative standards for programs to attract and educate vocational education personnel.

b. Cooperation with other agencies to prevent unnecessary duplication of programs and to promote collaborative efforts whenever appropriate.

c. Involvement of representatives from institutions of higher education and local educational agencies with appropriate State Board staff in the process of evolving standards and procedures for pre and inservice education programs for professional vocational education personnel.

d. Increased communication with higher education institutions and local education agencies regarding cooperative efforts

to strengthen and improve programs for the professional development and retraining of vocational education personnel.

e. Consideration of recommendations from the State Advisory Council for Vocational Education regarding professional personnel development and of recommendations from ad hoc committees delegated responsibility for special areas of the statewide system for professional personnel development.

Continuous assessment and evaluation of professional personnel development programs is of major importance in order to assure that such programs are meeting critical needs for vocational education personnel in the Commonwealth. Assessment and evaluation activities shall include visits, reports from agencies sponsoring programs and investigations by outside agencies and organizations. This assessment also includes a follow-up study of the effectiveness of the teacher in the performance of his speciality.

1.41-3 Utilization of Other Resources

All education professional development projects shall be a part of the Annual Program Plan submitted to the State Board for Vocational Education. Such plans shall indicate the current and previous allocations of federal, state and local vocational funds and support by other programs including, but not limited to, such programs as ESEA and special education.

Cooperative and coordinated action for the up-dating of instruction to conform with current technical processes and

procedures will be fostered through in-service workshops and institutes that are developed and provided by business, industries and associations such as the General Motors institutes for teachers of auto mechanics, the Air Conditioning and Refrigeration Association institutes for instructors in that occupation, the Structural Clay Products Institute for teachers of masonry trades and others.

1.42 Review and Modification of Personnel Qualifications Standards

The procedure for securing program approval by the Department of Education encourages institutions of higher education to identify behavioral competencies needed for effective performance in the specific program area. Standards for the approval of programs preparing teachers, supervisors, administrators and ancillary service personnel are developed in terms of behavioral or performance competencies. Course titles or credit hours are not prescribed in the standards for program approval to encourage institutions to develop viable programs which prepare professional school personnel with necessary competencies rather than expose them to a predetermined number of credits.

In addition, each institution seeking program approval is asked to prepare behavioral competency studies for each program of certification. The purposes for the development of these studies are the elimination of excessive duplication and the inclusion of pertinent elements; the encouragement of a cooperative effort by all staff members associated with the program and the development

of a relevant description of the role competencies a candidate should possess as a professional school employe.

The Pennsylvania Department of Education is encouraging the continued refinement and expansion of behavioral competencies to secure better qualified public school employes in the Commonwealth.

The Bureau of Faculty and Student Services of the Department of Education is responsible for the review, modification and development of qualification standards applicable to changing requirements in vocational education. Review and modification of personnel qualifications and standards shall be a continual process.

1.43 Determination of Personnel Preparation and Development Priorities

The identification of priority objectives for a statewide program of vocational education professional personnel development was accomplished through the efforts of an ad hoc committee. The long-range objectives for vocational education in the Commonwealth were further ranked according to their priority value for vocational education. Revision can be made as necessary through the Regional Office of the U.S. Office of Education. See Appendix B, Part II, Criteria for Determinating Priority of Professional Development Programs.

The priority objectives for vocational education professional development are presented below.

Priority Concern 1

In-service activities aimed at preparing vocational education personnel to plan, initiate, administer and promote career development programs for youths and adults. Such activities should address themselves to the following elements:

a. Provision of experiences which will prompt vocational educators to accurately perceive career development education as a sequentially developed education program offering career orientation, exploration and job preparation for all students.

b. Provision of experiences which will assist vocational education administrative and guidance personnel with the planning, organization and administration of a guidance and counseling program that is both extensive and intensive.

c. Provision of experiences which will promote the establishment and implementation of an efficient job placement service, including a follow-up system, as an integral part of each career development education program.

d. Provision of experiences which will promote and guide the development of cluster curriculums, including an exploratory curriculum for each occupational cluster.

e. Provision of opportunities to develop appropriate guidelines, instructional materials and media for use in career development education programs that span some or all of grades K-12.

f. Provision of experiences which will promote and guide a curriculum refocusing effort for grades K-8 based on a system of behavioral objectives that reflect career development concepts.

Priority Concern 2

In-service programs aimed at improving the teaching methods and materials of vocational education programs for expanded, emerging or redirected occupations. Such programs should address themselves to the following elements:

a. Provision of on-going cooperative planning with industry and education specialists to increase the relevancy of the program to the occupation.

b. Provision of experiences which update specific occupational skills or the teaching effective ness of vocational education teachers.

c. Provision of experiences with instructional materials, methods and activities effective in the development of occupational competencies among students.

d. Provision of experiences which increase teacher sensitivity to a locale in terms of pupils, community resources, business and industry needs and are reflected through the development and installation of improved, revised or more flexible program offerings.

Priority Concern 3

In-service and preservice programs for improving the leadership abilities and the leadership development competencies of vocational education staff. Such programs should address themselves to the following elements:

a. Provision of realistic experiences with administrative and supervisory roles in vocational education.

b. Provision of experiences with state forms, reports, systems and procedures relevant to the administration or supervision of vocational education programs.

c. Provision of experiences to develop competency in administering inner-city schools; working with disadvantaged and handicapped persons; employing techniques of flexible scheduling; developing cluster-type programs; implementing team teaching; engaging in teacher and employee negotiations; entering into school contracts; dealing with student unrest and dissent; involving students and teachers in policy determination; using short- and long-range planning techniques; planning and maintaining schools; providing for staff development; acquiring financial support from available sources and managing resources.

d. Provision of experiences to improve techniques for assisting vocational education students in the development of leadership competencies.

Priority Concern 4

In-service programs which improve the performance of vocational education professional personnel serving disadvantaged or handicapped individuals. Such programs should address themselves to the following elements:

a. Provision of experiences which enhance the understanding of and sensitivity to the needs of disadvantaged and handicapped individuals.

b. Cooperation with agencies serving disadvantaged or handicapped populations and with industries which have a record of successful employment of disadvantaged or handicapped persons.

c. Provision of experiences with techniques effective in teaching or counseling disadvantaged or handicapped individuals.

Priority Concern 5

In-service programs which improve the competencies of Pennsylvania Department of Education vocational education staff members to perform the duties of the positions to which they have been assigned. Such programs should address themselves to the following elements:

a. Provision for visitations to business, industrial and educational complexes to learn about recent innovations that have an impact on vocational education.

b. Provision for attendance and participation in workshops, conferences and conventions sponsored by vocational education organizations.

c. Provision for experiences which will update staff members on the policies and procedures for the administration of vocational education; regulations and standards for vocational education; effect of research studies and pilot projects on vocational education programs, curriculums or courses; guidelines for the distribution and use of vocational education funds and other appropriate information.

d. Provision for experiences which will improve staff members abilities to communicate effectively and maintain good human relations.

Priority Concern 6

The development of new in-service programs and the modification of existing programs to prepare vocational guidance counselors. Such programs should address themselves to the following elements:

a. Provision of vocational education or experience in the preparation of counselors.

b. Provision of experiences which enhance the understanding of and sensitivity to the needs of specialized populations including inner-city, rural, disadvantaged and handicapped individuals at secondary, post-secondary and adult levels of vocational education.

c. Provision of a continuous orientation to a changing world of work and varied and emerging entrances to the labor force.

d. Cooperation with community agencies, industry and business to evolve community career centers which provide vocational counseling and coordination with employment opportunities and educational facilities.

1.44 Advisory Committee

Procedures for administering the special grants under the provisions of Part F of the Higher Education Act of 1965 are set-up to comply with Section 552 Leadership Development awards and Section 553 Exchange Programs, institutes and in-service education as follows:

(a) Section 552: An Ad Hoc Committee appointed by the State Director of Vocational Education functions as the EPDA Advisory Committee for the selection of candidates for the Leadership Development awards. The members of this Ad Hoc Committee are selected from memberships of the State Advisory Council on Vocational Education, specialists from institutions of higher education, personnel in the Bureau of Vocational, Technical and Continuing Education, local educational agencies, community action groups, business, industry as well as other persons knowledgeable in the particular areas.

It is the duty of this Ad Hoc Committee to select from among the applicants, candidates for the leadership development awards and make recommendations by name for the awards to be granted to the Director of Vocational Education, who then forwards his nominations to the U.S. Commissioner for approval.

(b) Section 553: The EPDA Part F coordinator or a three member review committee, if the grant program warrants it, administers the Exchange Programs, institutes and in-service education under Section 553 as outlined in Section 1.45-2 of the plan.

1.45 Procedures for Obtaining and Approving Projects and Activities

The State Board for Vocational Education shall employ the procedures described below for making available program funds to support vocational education professional development projects to eligible institutions and agencies. Such proposals shall be obtained either from a limited solicitation by the State Board for Vocational Education for proposals from institutions and agencies possessing the resources and capabilities to effectively implement such projects. In addition, proposals may be secured through a generalized submission of applications for training programs eligible for funding under Part F, Section 553, of the Education Professions Development Act from qualified agencies and institutions, at such times and in such manner as set forth by the State Board for Vocational Education.

1.45-1 Submittal of Applications

Under policies approved by the State Board for Vocational Education, the chief school officer or individual authorized to act for the college, university, local educational agency and public or nonprofit private agency may submit applications to the Pennsylvania Department of Education for funds to conduct programs for the development of professional vocational education personnel under Part F of the Education Professions Development Act.

1.45-2 Review of Applications for Project

A proposal developed in accordance with the Commonwealth's Guidelines for EPDA, Part F, Section 553 Subprojects shall be submitted to the EPDA, Part F Coordinator for review. In the event that a proposal has wide-spread implications, the proposal will be subjected to a critical analysis by a review committee composed of at least three persons who are recognized as experts in the areas relevant to the proposal.

The EPDA, Part F Coordinator and the review committee shall use the following criteria for evaluating each proposal:

a. Relevance to long-range and current annual program priorities for the development of instructional, administrative and ancillary services personnel for vocational education.

b. Integration of proposed program with on-going programs for professional development of vocational education personnel.

c. Relevance and soundness of the proposed program components to the professional competencies to be developed by participants.

d. Provision of a monitored practicum or project to enable practice of professional competencies newly acquired by participants.

e. Soundness of proposal design, substantive offering, procedure and operational plan.

f. Adequacy of proposed faculty and facilities relative to the program's components and objectives.

g. Economic efficiency of the proposed program.

h. Adequacy of program evaluation plans to assess appropriate process and product variables.

Based upon the review, the EPDA, Part F Coordinator or the review committee shall make recommendations to the State Director of Vocational Education for approval and funding. When appropriate, the EPDA, Part F Coordinator of the review committee may request additional information and explanation from the applicant prior to a final review.

In the event that an application contains proposed programs, services or activities which have a specific relationship to other jurisdictions, such as Title I, ESEA, special education or welfare, such agencies shall be notified by the State Director of Vocational Education.

The State Director of Vocational Education shall forward meritorious proposals to the United States Office of Education for approval.

1.45-3 Action on Applications for Projects

Upon receipt of the USOE approval, the State Director of Vocational Education shall notify the agency or institution. All applicants receiving an approved proposal will receive an award letter specifying the grant or contract award

conditions which the applicant must accept in accordance with provisions of the State Plan.

The State Director of Vocational Education shall notify the agency or institution of a rejected proposal and give reason for non-approval. Each applicant will be advised that any deferral or disapproval action will not preclude resubmission of the proposal for reconsideration at a later date.

The EPDA, Part F Coordinator or the review committee may recommend to the State Director of Vocational Education a proposal be revised and resubmitted. The State Director may approve the project but may defer funding due to financial circumstances or other reasons. The applicant shall be notified of the status of the proposal.

1.46 Supplement Funds

The State Board for Vocational Education provides assurances that Federal Funds will "Supplement, and to the extent practicable, increase the level of funds that would, in the absence of such Federal Funds, be made available for purposes which meet the requirements of subsection (b) and in no case supplant such funds."

Records of the State Education Agency will be available and audits can be made which will indicate that funds presently allocated for professional education programs in vocational education are not to be reduced except through State legislative action.

Federal Funds granted to the Commonwealth of Pennsylvania under Title V, Part F, Sections 552, 553, Education Professions Development Act, shall be maintained in a separate account and not mingled with tate or local funds in fiscal accounting so as to lose their identity as ederal unds.

1.47 Coordination with Other EPDA Programs

Coordination of Education Professions Development Act, Part F activities with other EPDA programs on a statewide basis in the Commonwealth is achieved through the designation of a State Coordinator, EPD Programs and the establishment of an Education Professions Development Council.

1.47-1 Coordinative Responsibilities of the State Coordinator, EPD Programs

Among the responsibilities assumed by the State Coordinator, EPD Programs in the Pennsylvania Department of Education are:

a. Continuing communication with the U. S. Commissioner and his staff.

b. Continuing communication with the directors of local educational agencies conducting projects and activities under the State Plan for Attracting and Qualifying Teachers to Meet Critical Teacher Shortages, including vocational-technical education, to be implemented under Part B, Subpart 2, of Title V of the Education Professions Development Act, and with officials of institutions of higher learning which provide supportive and contracted services to such local projects and conduct other EPD projects.

c. Arranging for periodic meetings of, and provide administrative and clerical support to, the Education Professions Development Council.

d. Negotiations for the coordination of Part B, Subpart 2, programs with those of Title V of the Education Professions Development Act, Parts C, D, E, and F and other Federal projects where feasible.

e. Administrative of any EPD grant to the State Education Agency awarded by the U. S. Commissioner under other parts of Title V of the Higher Education Act of 1965 (as amended) Public Law 90-35 and determine which departmental bureau should be given management and operation of the project.

f. Coordination of the statewide activities under Title V of the Education Professions Development Act via an intermediate level review and endorsement under Parts B-1, C, D, E, and F of the cited act to the U. S. Commissioner for possible funding.

1.47-2 The Education Professions Development Council

Membership of the EPD Council is designated by the Secretary of Education and includes the State Coordinator of Federal Programs; the State Coordinator, EPD Programs; personnel of the State Educational Agency with principal responsibility for the state administration of other federal programs related to training educational personnel; representatives of state or local offices administering federal grants and

conducting non-United States Office of Education Programs which relate to and should be coordinated with the activities authorized under the EPDA of 1967 (so as to eliminate dual funding and duplicatory effort); four representatives from institutions of higher education in the Commonwealth with state approved programs preparing educational personnel so selected as to assure balanced geographical distribution; four representatives from local educational agencies and two representatives from private or parochial schools selected so as to assure balanced distribution among the various type need areas (rural, Appalachia, inner-city, etc.) and to accommodate the educational personnel needs of private and parochial elementary and secondary schools as well as public schools.

The responsibilities and functions of the EPD Council are:

a. Review the annual reports of the State Coordinator, EPD and make recommendations to the State Educational Agency for revision or future direction of EPD activities conducted under Title V of the Education Professions Development Act of 1967.

b. Within the existing approved rationale and promulgated regulations pertaining to development and certification of educational personnel, encourage local educational agencies and approved teacher-preparing colleges and universities to develop projects and conduct activities to meet crucial shortages--qualitative as well as

quantitative--of teachers and to train and utilize paraprofessional education workers.

c. Review evaluation and progress reports of programs, projects and activities conducted under Title V, Education Professions Development Act of 1967 and prepare a statement of significance (in terms of both qualitative and quantitative impact) of the total **statewide** EPD activities.

d. Review assessed needs for training of persons for, and within, the educational field at elementary and secondary school levels and submit a master plan for EPD activities which combines the total resources of the Commonwealth in a **statewide** coordinated and integrated manner to meet specific goals within established target dates.

e. Review and establish the criteria and procedures under which EPD grants administered by the State Educational Agency are awarded and projects or programs authorized.

Proposals seeking EPDA funding which originate from vocational education programs within the Commonwealth will be channeled through the State Board for Vocational Education for consideration and all other EPDA proposals will be channeled through the Secretary of Education.

1.5 Program Evaluation

Vocational education programs, services and activities assisted under the State Plan shall be evaluated annually and at such other times as may be needed for program assessment. Such evaluations shall be conducted in the following order:

1.51 State Board for Vocational Education

The State Board for Vocational Education shall receive reports and give due consideration to the evaluations and recommendations made by the State Advisory Council in the development of program policies, rules and regulations.

1.52 State Advisory Council

The State Advisory Council shall receive and evaluate reports from the Bureau of Vocational, Technical and Continuing Education through channels established in the Department of Education and in compliance with directives outlined on page 2882 of the Federal Register, Vol. 37, No. 27 dated February 9, 1972.

1.53 State Level

Vocational education programs, services and activities conducted on the local level and assisted under the State Plan shall be subject to annual evaluation by the Department of Education. The plan of evaluating vocational programs, activities and services shall include the following specific areas: administration and supervision, teacher education, vocational instructional materials, student activities, student personnel services and evaluations. Evaluations may be performed:

1.53-1 By the Bureau of Vocational, Technical and Continuing Education field staff through visits, observations and reports.

1.53-2 By the Bureau of Vocational, Technical and Continuing Education office staff serving on evaluation teams.

1.53-3 By the Bureau of Curriculum Development and Evaluation personnel serving on evaluation teams. These on-site evaluations shall be made on a cycle of approximately five years.

1.53-4 Evaluation of programs for professional preparation and personnel development.

The evaluation of programs for the professional development of vocational education personnel shall be conducted annually and at such other times as may be needed in accordance with the provisions and procedures described below:

The State Board for Vocational Education shall receive reports and give due consideration to the evaluations and recommendations made by the State Advisory Council on Vocationsl Education in the development of program policies, rules and regulations. The State Advisory Council shall receive and evaluate reports from the Bureau of Vocational, Technical and Continuing Education through channels established in the Department of Education.

Vocational education programs, services and activities conducted on the local level and assisted under the State Plan shall be subject to annual evaluation by the Department of Education. The plan of evaluating vocational programs, activities and services shall include the following specific areas:

a. Administration and supervision.

b. Preservice and in-service development of professional personnel.

c. Vocational instruction programs.

d. Research and development facilities and equipment.

e. Instructional materials.

f. Student activities.

g. Student personnel services and evaluations.

Evaluations may be performed by the Bureau of Vocational, Technical and Continuing Education field staff through visits, observations and reports; by the Bureau of Vocational, Technical and Continuing Education office staff serving on evaluations teams; and/or by the Bureau of Curriculum Development and School Evaluation personnel serving on evaluation teams.

Evaluations shall be conducted to determine if vocational education professional personnel development programs, services and activities assisted under the State Plan and/or the EPDA Supplement have met the objectives of the program and established competency in the individual.

Evaluative procedures shall be compatible with the systems approach program contained in the Pennsylvania Study of Vocational Education. Adequate funds shall be budgeted to allow for the inclusion of resource personnel in the evaluative process as may be warranted by the situation.

Personnel shall be employed in sufficient numbers to effectively conduct the evaluation activities of the Department of Education.

Evaluative criteria shall be developed suitable for the different types of vocational education professional personnel development programs, services and activities. Such criteria shall be developed and updated as needed for use on the local and state level. The results of research and demonstration projects shall be utilized where practical in the determination of evaluative criteria.

The results of evaluations and such recommendations as may develop from evaluation shall be considered in effecting changes and improvement in vocational education professional personnel development programs, services and activities assisted under the State Plan and Part F of the Higher Education Act.

Evaluations of similar programs within an area shall be compared periodically for the purpose of preventing the unnecessary duplication of programs.

1.53-5 The criteria for evaluating the effectiveness of programs, services and activities is contained in the Pennsylvania Department of Education publication, Vocational-Technical Program Approval, 1971. See Appendex 1.5.

1.54 Local Level

Local educational agencies shall annually evaluate vocational education programs, services and activities through appropriate evaluative procedures and the use of methods such as:

1.54-1 Follow-up studies of graduates, to be done periodically.

1.54-2 Advisory committee review, to be done periodically.

1.54-3 Employer interview and reaction to program.

1.54-4 Evaluative instruments.

1.54-5 Evaluations by accrediting agencies such as the Middle States Accrediting Commission.

1.55 Objective of Evaluation

Evaluations shall be conducted to determine if vocational education programs, services and activities assisted under the State Plan have met the objectives of the program and established competency in the individual.

1.56 Evaluative Procedures

Evaluative procedures shall be compatible with the systems approach program contained in the Pennsylvania Study of Vocational Education. Adequate funds shall be budgeted to allow for the inclusion of resource personnel in the evaluative process as may be warranted by the situation.

1.57 Evaluation Personnel

Personnel shall be employed in sufficient numbers to effectively conduct the evaluation activities of the Department of Education.

1.58 Program Evaluation

Evaluative criteria shall be developed suitable for the different types of vocational education programs, services and activities. Such criteria shall be developed and updated for use on the local and state level. The results of research and demonstration projects shall be utilized where practical in the determination of evaluative criteria.

1.59 Use of Evaluations

The results of evaluations and such recommendations as may develop from evaluation shall be considered in effecting changes and improvements in vocational education programs, services and activities assisted under the State Plan.

1.6 State Reports

The State Board shall provide for making reports containing information which the commissioner may reasonably require to carry out this function under the Vocational Education Amendments Act of 1968.

The State Board shall keep such records and afford the commissioner such access thereto as the commissioner may find necessary to assure the correctness and verification of such reports. Required reports shall be prepared by assigned personnel in the Bureau of Vocational, Technical and Continuing Education.

1.7 Cooperative Arrangments

1.71 State Employment Service

The State Board has entered into a cooperative arrangement with the Pennsylvania State Employment Service as indicated by an attachment in the Appendix. Information is to be made available to the Department of Education and local educational agencies regarding the occupational qualifications of persons leaving or completing vocational education courses or schools. Such information shall be considered by the state employment agencies in occupational guidance and placement.

1.72 Handicapped Persons

1.72-1 State Rehabilitation Agency

The Department of Education has entered into a cooperative arrangement with the Bureau of Vocational Rehabilitation by virtue of its agreement with the Pennsylvania State Employment Service. A copy of the agreement is included in Appendix 1.7.

1.72-2 State Special Education Agency

Cooperative arrangements are in effect with the Special Education units in the Department of Education having responsibilities for the education of handicapped persons by virtue of the organizational

structure of the Office of the Commissioner, Basic Education which contains the Bureau of Vocational, Technical and Continuing Education and the Bureau of Special Education. This organizational structure, providing for joint development of plans or a comprehensive plan for the vocational education of handicapped persons, may be found on Chart 1, page 1-4 in Section 1.1.

1.72-3 Local Educational Agencies

"The State Board may enter into an agreement with local public educational agencies and private non-public, non-profit schools offering education for public school pupils in order to provide education facilities for those persons in need of vocational education who are brought to their attention including the handicapped and disadvantaged."

1.73 Other Agencies, Organizations and Institutions

The Department of Education, in the development of vocational education programs may enter into cooperative arrangement or agreement with other government agencies, organizations and institutions such as higher education, model cities, business, labor, welfare and community action organizations concerned with manpower needs and job opportunities. Copies of such arrangements will be submitted to the commissioner.

1.74 Other States

The Department of Education may enter into cooperative arrangements with other states for the conduct and admin-

istration of vocational schools, departments, area vocational education schools, vocational education programs and research. Agreements or contracts with other states may be made to maintain, extend and improve existing programs; to develop new programs; to provide for research projects; to offer teacher education; and to meet significant needs in other areas of vocational education. Such cooperative agreements shall conform to State Law and State Board regulations and policies. Copies of such cooperative agreement shall be forwarded to the U. S. Office of Education.

1.8 Vocational Education Under Contract

Vocational instruction may be offered under contract with the State Board or local educational agency with the following provisions:

a. Each contract is in writing.

b. The contract incorporates applicable standards and requirements contained in the State Plan and prescribed by the State Board.

c. The contract is in accordance with state and local laws.

d. The instruction under contract is conducted as a part of the Vocational Program of the state.

e. The contract constitutes a reasonable and prudent use of funds available under the State Plan.

f. Such contracts are reviewed annually by the parties concerned.

g. Each contract includes an assurance that all funds paid to a contracting agency or institution will be used only to lower the rate of, or eliminate tuition fees and other

charges that would otherwise be collected from persons receiving such instruction.

1.81 Private Postsecondary Vocational Training Institutions

The Department of Education may contract with private postsecondary vocational educational institutions or may approve local educational agency plans to provide vocational-technical education in such areas where public facilities are lacking or where instruction can be provided at a lower cost or where private institutions can make a significant contribution.

1.82 Other Agencies and Institutions

See 1.8 above.

1.9 Construction Requirements

1.91 Labor Standards

All laborers and mechanics employed by contractors or subcontractors on all construction projects assisted under this title shall be paid wages at rates not less than those prevailing as determined by the Secretary of Labor in accordance with the Davis-Bacon Act, as amended (40 U.S.C. 276a-276a-5). The Secretary of Labor shall have, with respect to the labor standards specified in this section, the authority and functions set forth in Reorganization Plan Number 14 of 1950 (15 F.R. 3176 and Section 2 of the Act of June 13, 1934, as amended 40 U.S.C. 276c). Local applicants shall present statement of compliance and methods which will be used to assure compliance during construction with all the rules and regulations and reports as required

from time to time by the federal agencies. Each applicant is required to submit wage and hour reports to the state office. See Appendix for school construction procedures.

1.92 Equal Employment Opportunities

Discrimination against race, color, creed, for every contract involving construction, alteration or repair of any public building shall be prohibited (Sections 752, 753, 754 and 755, School Laws of Pennsylvania, December 1968). All applicants must submit a statement of compliance with application for construction funds.

1.93 Avoidance of Flood Hazards

In the planning of the construction of school facilities assisted under the act, the State Board and/or local education agency shall, in accordance with the provisions of Executive Order No. 11296 of August 10, 1966 (31 F.R. 10663) and such rules and regulations as may be issued by the Art Commission, Department of Labor and Industry, Department of Transportation, Department of Forests and Waters, local development planning groups and county approvals to carry those provisions, evaluate flood hazards in connection with such school facilities, and as far as practicable, avoid the uneconomic, hazardous or unnecessary use of flood plains in connection with such construction.

1.94 Accessibility to Handicapped Persons

In planning construction of school facilities under the act, the State Board or local educational agency shall,

to the extent appropriate in view of the uses to be made of the facilities, take into consideration the accessibility of the facilities and the usability of them by handicapped persons and their compliance with the minimum standards contained in "American Standard Specifications for Making Buildings and Facilities Accessible to, and Usable by, the Physically Handicapped" approved by the American Standard Association, Inc. with appropriate usable segments of "Building Standards of the University of Illinois Rehabilitation Center" and "Occupancy Guide - Department of Veterans Benefits, Regional Offices, Veterans Administration, " and with such standards in that regard as the Secretary of Health, Education and Welfare may prescribe or approve.

1.95 Competitive Bidding

All construction contracts shall be awarded to the lowest qualified bidder on the basis of open competitive bidding (Section 751, School Laws of Pennsylvania, December 1968).

1.96 Uniform Relocation Assistance

Local education agencies making requests for construction grant programs from the Department of Health, Education and Welfare that will result in the displacement of persons must give written assurances to the

Department of Health, Education and Welfare that the local educational agency has the authority to enter into such as contract or agreement and that provisions have been made for funding such displacement. The assurances must be in accordance with the provisions of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 970 (P.L. 91-646) and Pennsylvania Statute Act 170, 1971, dated December 29, 1971.

1.97 Environmental Assessment

All construction project applications which request Federal funding assistance must be accompanied by the applicants own environmental assessment. This assessment is to be made in accordance with the directives set forth in the Department of Health, Education and Welfare, Bureau of Adult, Vocational and Technical Education Program Memorandum AVT(V) 73-19 dated March 16, 1973 and is required by the National Environmental Policy Act of 1969 (NEPA) P.L. 91-190, 42 U.S.C. Section 4321-4347.

1.10A Effective Use of Results of Program and Experience

The State Board shall make effective use of the results and experience of programs and projects assisted under Parts C through I of the act. Programs and projects assisted under Parts C through I will be initiated through the project proposal system.

Included in those plans will be provisions for reporting findings, progress of the project or program and problems associated with program implementation of change. New directions in vocational education programs will be articulated with state and local evaluation, planning activities and services. Whenever necessary or desirable, conferences or workshops for local persons will be organized for the purpose of reviewing, developing and implementing new practices from programs assisted under Parts C through I.

1.10B Opportunity for a Hearing on Local Applications

Any local educational agency dissatisfied with action with respect to any application for funds under this title shall give reasonable notice in writing requesting a hearing before the Secretary of Education, who is the executive officer of the State Board.

Any appeal must be made within 45 days from date of notification of the action on the application. Such appeal shall set forth the basis upon which the Department of Education's action is challenged any may contain any supporting documents as the applicant may deem advisable. The Secretary of Education, or his designated representative, shall notify the local educational agency of the time and place of the hearing and shall conduct the hearing in such a manner as will enable him to obtain all pertinent facts to properly evaluate the appeal and render a decision. Provisions shall be made to provide for a written record of the hearing. The LEA shall be notified in writing within 15 days of the decisions and reasons thereof.

1.10C Economically Depressed Areas

The economically depressed areas have been defined by the Secretary of Commerce to include the Appalachian Section of the state. Such areas shall be considered consistent with the intent of the Vocational Education Amendments of 1968. See maps, Paragraph 2.1, figure 1, Part II of the State Plan.

1.10D Areas of High Youth Unemployment or School Dropouts

The areas of high youth unemployment will be determined by ranking those counties reporting youth unemployment within labor market areas. The Pennsylvania Bureau of Employment Security continually difines such areas of unemployment and periodically updates such information by counties. Local educational agencies located in service areas where youth unemployment is at least 12 percent will be considered by the State Board as being in an area of high youth employment. Local school districts and the State Board maintain uniform reporting systems, on an annual basis, concerning school dropouts. Such reporting is made on a local district basis to the Department of Education. The State Board will accept the local district designated by the Bureau of Statistics, Department of Education, as having a high concentration of school dropouts which is in excess of the overall state school dropout rate.

BLANK

- - - - - - - - -

2.0 Fiscal Control and Fund Accounting Procedures

2.1 Custody of Federal Funds

Funds received by the comptroller or the Department of Education are deposited with the state treasurer who is the Commonwealth official authorized to act as custodian of any monies paid by the federal government to the state (Section 2905, 2906, 2907, 2908, School Laws of Pennsylvania, 1968). The following official is authorized to receive federal funds:

Comptroller
Department of Education
Box 3
Harrisburg, Pennsylvania 17108

2.2 Expenditure of Federal Funds

The State Board shall administer the allocations for vocational education funds. The Secretary of Pennsylvania Department of Education is authorized, directed and empowered to originate the documentary data prerequisite to the disbursement of vocational education funds, in accordance with existing and usual procedures covering disbursements from the State Treasury. Disbursement of such funds from the State Treasury shall be by warrant of the Comptroller, Department of Education (Sections 2508 and 2908, School Laws of Pennsylvania, 1968).

2.3 Allotment Availability

2.31 Program and Services

Federal funds will be used to reimburse local educational agencies on the basis of preapproval claims submitted for incurred expenditures. Advance payments may be made for approved anticipated expenditures at the discretion of the Department of Education. Reimbursement will be made only

in obligated funds following submission fo reimbursement request, evidence of payment and copies of invoices from the local educational agency.

2.31-1 Availability of Funds

State and local funds will be allotted on the basis of fiscal year commencing on July 1 and ending June 30. Any federal funds allotted during any fiscal year, ending prior to July 1, 1973, which are not obligated and expended prior to the beginning of the fiscal year succeeding the fiscal year for which such funds were appropriated shall remain available for obligation and expenditure during such succeeding fiscal year.

Under Amendment IX any federal funds allotted to the state prior to July 1, 1973 are authorized to be obligated and expended in the federal fiscal year allotted and the succeeding fiscal year.

2.31-2 Program Expenditures

State and local program expenditures during any fiscal year shall be charged to the fiscal year in which the federal allotment was made.

2.31-3 State Accounting Procedures

State accounting is on a modified accrual basis. Under Pennsylvania usage the term "encumbrance" is synonymous with the term "obligation" in federal government. The State Accounting Manual provides for encumbrances within a fiscal year to be paid from monies appropriated

or allocated for that particular year regardless of the date of actual payment. Therefore, the date of the encumbrance document will determine the fiscal year to be charged. All obligations are liquidated either during the fiscal years in which they were incurred or during the subsequent fiscal years prior to June 30, 1974. Whenever the State Board determines that the time for liquidating a particular obligation should be extended and does so extend the time, the commissioner will be so notified.

2.32 Construction Costs

The federal allotment for the construction costs is charged to the fiscal year from which payment is made to the local educational agency by the Pennsylvania Department of Education. State and local matching funds will be available at the time the payment is made by the Department of Education to the local educational agency.

2.4 Fiscal Records

2.41 Maintenance of Records

The official accounts and documents showing receipts and expenditures of funds by the Department of Education under the approved State Plan will be maintained by the following agency:

Comptroller
Department of Education
Box 3
Harrisburg, Pennsylvania 17108

2.42 Retention of Records

Official accounts and supporting data shall be retained for a period of three years after the close of the fiscal year in which the transactions took place, or until notified that a federal fiscal audit of such account has been made, whichever is later. For federal audit purposes, records need not be maintained in the state offices beyond a period of five years. Records of questioned expenditures shall be kept until adjustments are made and are approved by the commissioner.

2.5 Audits

2.51 State Audit of State Accounts

A. The accounts of the Department of Education are audited by the Auditor General, Commonwealth of Pennsylvania, Harrisburg, Pennsylvania, on an annual basis and usually during a period of not later than six months following the end of the fiscal year.

B. Copies of the audit reports prepared by the Auditor General's Office will be available in the Office of the Comptroller, Department of Education.

2.52 Audit of Local Accounts

2.52-1 Audits by the Auditor General's Bureau

The Auditor General's Bureau of School Audits makes an annual general audit of accounts of local public schools as required by Section 403, the Fiscal Code of 1929, P.L. 343, as amended (Purdon's Pennsylvania Statutes Annotated, Title 72, Paragraph 403). This audit program

requires a review of the system of internal control and accounting procedures without making a detailed audit.

2.52-2 Audits by the Comptroller's Division

The Comptroller, at his descretion or upon the request of the program director, is authorized to perform audits under Section 2553 of the Public School Code of 1949. Copies of the reports on the audits performed will be available in the Office of the Comptroller, Department of Education.

2.52.3 Local Audits

An annual general audit shall be made by local auditors of all fiscal records of the local educational agency. This audit is a general audit and not a specific program audit. Such audits will be made in accordance with the Act of March 10, 1949, P.L. 30, Article 24, Section 2401, et seq., compiled as Section 2401 of the School Laws of Pennsylvania, supra. Copies of said annual general audit shall be readily available for review in the office of the local educational agency.

2.52-4 Program Audits

The official amounts and documents showing receipts and expenditures of funds by local educational agencies will be maintained by the local agency participating in the program.

Certified copies of local documents are submitted to the Department of Education in support of claims for federal funds and are retained in the official files of the comptroller of the Department of Education. Two types of audits of local accounts are performed by state staff members:

a. Program Pre-audit: A pre-audit of proposals and official records is accomplished at the state level at the beginning or during the fiscal year for purposes of pre-approving program and project proposals for reimbursement from local agencies operating federally aided programs or projects.

b. Payment Pre-audit: Pre-audits of vouchers and official records are made by professional staff members who are specialists in both education and finance administration. Final claim for reimbursement may be made upon completion of the program or project within the year the project was approved or in the succeeding fiscal year.

2.52-5 Audit Standards and Procedures

2.52-51 Audit Procedures

A. Account for income received and receivable and reconcile with State records. Ascertain that unexpended or unearned Federal funds advanced or overpaid are promptly returned or otherwise accounted for.

B. Expenditures. The procedures by which the auditor checks expenditures are:

(1) Compares actual expenditures and budgeted expenditures.

(2) Ascertain that payments reported by the local agency were actually made to the vendors, contractors, and employees, and that they conform to applicable laws and regulations, including procurement requirements.

(3) Ascertain that refunds, discounts, etc., were properly credited to the program as reductions of the gross expenditures.

(4) Ascertain that payments are supported by adequate evidence of the delivery of goods or performance of services.

(5) Ascertain that encumbrances of obligations included in the report of expenditures were actually incurred

during the fiscal year for which the expenditure was claimed and, upon liquidation, were adjusted properly for any differences.

(6) Ascertain that the same item is not reported as an expenditure for two or more years, e.g., obligation in one year and payment in another year.

(7) Ascertain that prorated expenditures, such as salaries, travel, etc., are divided correctly between two or more accounts and that the basis of such division is reasonable, equitable, and substantiated. The agency must maintain records (documented on a before-the-fact and after-the-fact basis) to substantiate the proration of expenditures for applicable items.

(8) Ascertain that expenditures were not claimed under more than one federal program and not against another state or local project. Question duplicate invoices.

(9) Ascertain that no federal funds participate in overhead costs unless it can be readily substantiated and documented that the overhead costs claimed were the result of additional costs.

(10) Review procedure used in allocating costs of administration among various Federal programs.

(11) Ascertain that rental of space is necessary, and comparable with other rentals in the area.

(12) Examine payroll journals and checks as follows:

a-1 Obtain payroll journals, trace totals to the accounting records and make a selective review of individual employes to determine that there is no overlapping with other Federal programs;

a-2 Ascertain that the salaries and wages are comparable to those paid other employes for similar work;

a-3 Ascertain that charges are supported by adequate records;

a-4 Allocation of charges for less than full-time must be supported by adequate records to determine that total time does not exceed 100% of the employe's time.

a-5 School district share of Social Security and Teachers' Retirement may be charged to the program;

a-6 Prepare a payroll abstract.

C. Verify local matching (money or in-kind) where required.

D. Administrative and procedural.

(1) Check adequacy of accounting system and internal controls.

(2) Ascertain that the required fiscal reports are properly prepared and promptly submitted.

E. Compliance.

(1) Ascertain that the funds made available for any fiscal year will be so used as to supplement and, to the extent practical, increase the level of local and private schools funds, and in no case supplant such funds.

(2) Ascertain that materials and supply purchases were for the project and not transferred to be used for other purposes.

(3) Ascertain whether the equipment purchased is properly accounted for, identified, and used in the project for which it was obtained.

(4) Ascertain that all expenditures claimed were made for properly approved projects, are easily identifiable with these projects and are the individual items adequately described in the approval and the claim for reimbursement.

(5) All other review necessary to insure proper compliance with the applicable Federal and State Rules and Regulations.

F. Formal Audit Exceptions.

List audit exceptions for consideration by state and federal officials.

3.0 State Vocational Education Programs

3.1 Allocation of Funds to Part B Programs

The State Board shall allocate appropriated federal funds allotted to it under Section 102(a) among the purposes specified in Part B, Section 122(a) of the act. Funds will be distributed among the several purposes in a manner which will make a significant contribution in attaining the goals and objectives established in the state's long-range plan for vocational education.

In establishing goals and objectives in the long-range plan, consideration will be given to (a) current and projected manpower needs, (b) job opportunities and (c) the vocational educational needs of all population groups in all geographic areas and communities throughout the Commonwealth, with particular attention to the needs of disadvantaged and handicapped persons and persons in correctional institutions.

Allocated funds may be used for the following vocational programs, services, activities and purposes:

a. Secondary Programs

Vocational and technical training and/or retraining programs of study provided for persons (including those persons who have academic, socioeconomic or other impediments) enrolled in public secondary schools who have the interests and abilities to profit from vocational education and who have a career objective which has existing or anticipated employment opportunities.

b. Postsecondary Programs

Vocational, technical, pre-technical training or retraining provided for persons who are graduated or left secondary

school and who are available for an organized program of study in schools and classes conducted on the postsecondary level, by institutions; such as, community colleges, agricultural and technical institutes, area vocational-technical schools, comprehensive high schools, branch campuses and colleges offering postsecondary occupational educational programs other than baccalaureate degree programs, or by local boards of school directors and other suitable approved facilities that would expedite the educational objectives in preparation for entering or re-entering the labor market.

Vocational, technical, pre-technical or retraining shall also be available to employed persons for sub-professional preparation in recognized and/or emerging occupations.

c. Adult Programs

Vocational and technical training or retraining programs for adults in schools and classes offered in local public schools, public postsecondary institutions and/or public adult education centers, or by nonpublic agencies under contract with the state or a local educational agency, as a means of preparing these adults to enter the labor market or to upgrade their skills or to learn new ones, or for employed persons in the labor market requiring training or retraining to achieve stability or advancement in employment or for the purpose of increasing educational attainment.

d. Vocational Education for Disadvantaged Persons

Vocational and technical training or retraining in institutions such as comprehensive high schools, vocational high schools,

area vocational education schools, community colleges and branch campuses to persons who have academic, socioeconomic or other handicaps excepting those indicated in paragraph (e) below that prevent them from succeeding in vocational education programs.

e. Vocational Education for Handicapped Persons

Vocational education for handicapped persons who because of their handicapping condition cannot succeed in vocational education programs without special educational assistance or who require a modified vocational education program made available in institutions such as comprehensive high schools, area vocational-technical schools, community colleges and branch campuses. The term "handicapped" means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health impaired persons who by reasons thereof require special education and related services.

f. Vocational Programs Through Arrangement with Private Educational Institutions

Provision of vocational training through arrangement with private vocational training institutions where such private institutions can make a significant contribution toward the attainment of the objectives of the State Plan and can provide substantial equivalent training at a lesser cost, or can provide equipment or services not available in public institutions.

g. Vocational Youth Organizations

Assistance may be provided for the continuation of recognized vocationally oriented youth organizations such as Future Homemakers of America, Future Farmers of America, Future Business Leaders of America, Distributive Education Clubs of America, Vocational Industrial Clubs of America and other approved youth organizations which enrich learning and extend beyond the classroom and are an integral part of the vocational instruction offered and supervised by vocational education personnel.

h. Construction of Area Vocational Education School Facilities

Funds shall be allocated for the construction of area vocational education school facilities.

i. Vocational Guidance and Counseling

Vocational guidance and counseling designed to aid persons enumerated in paragraphs a through g of this part in the selection of and preparation for employment in all vocational areas.

j. Ancillary Services and Activities

Ancillary services and activities to assure quality in all vocational education programs such as teacher education, special demonstration and experimental programs, development of instructional materials, curriculum development and improved state administration and leadership, including periodic evaluation of state and local vocational education programs and services in light of information regarding current and projected needs and job opportunities.

3.11 Percentage Requirement

In allocating funds among the several purposes the State Board shall meet the minimum percentage requirements specified in federal regulations for programs for disadvantaged persons, handicapped persons and postsecondary vocational education. If an expenditure for vocational education falls within more than one of the categories for which there is a percentage requirement, the total amount of the expenditure may be counted as an expenditure of vocational education in one of the categories or prorated to each of the categories in any manner which the State Board deems reasonable and proper providing the aggregate amount prorated to the categories in which the expenditure falls does not exceed the total amount of the expenditure. Waiver of such percentage requirements, where applicable, may be requested by the State Board on the basis that adherence to the percentage requirement will impose a hardship or are impractical in their application in terms of accomplishing the state's long-range goals and objectives for vocational education.

3.12 Identification of Disadvantaged Persons

Local educational and administrative staff shall identify disadvantaged persons.

"Disadvantaged persons" are persons who have academic, socio-economic, cultural or other impediments that prevent them from succeeding in regular vocational education programs designed for persons without such impediments and who for that reason require specially designed educational programs or related

services or both in order for them to benefit from a vocational education or consumer and homemaking education program. Included are persons whose needs for such programs or services result from poverty, neglect, delinquency or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons unless such persons also suffer from the handicaps described in this paragraph. Persons may be categorized as disadvantaged in one or both the following ways:

a. Economically disadvantaged -- a person who has or comes from a family who has an annual income of less than $4,000 per year or whose family receives aid to families with dependent children or meets additional criteria or economic disadvantagement utilized by the State Board for the purpose of Title I of the Elementary and Secondary Education Act.

b. Educationally disadvantaged -- persons shall be considered educationally disadvantaged if they are below minimum competence in reading and mathematics as determined by the local educational agency.

3.13 Identification of Handicapped Persons

Vocational education programs under the State Plan will be made available to handicapped persons. "Handicapped" persons means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health impaired persons who by reason of their handicapping condition cannot succeed in a vocational or consumer and homemaking education program without special

educational assistance or who require a modified vocational or consumer and homemaking education program. Local education and administrative staff shall identify handicapped persons. The identification of a handicapped person for the purposes of vocational education programs shall be determined by:

a. Disability evidenced by a physical or psychological examination or evaluation; or

b. Eligibility for, or enrollment in, a special education program determined by virtue of administered screening devices, testing instruments or other forms of standardized tests or diagnostic process, such as used by the vocational rehabilitation and special education agencies.

3.14 Manpower Needs and Job Opportunities

In the allocation of funds under Part B of the Act, the State Board shall give due consideration to information regarding current and projected manpower needs and job opportunities particularly new and emerging needs and opportunities on the local, state and national levels as determined pursuant to Section 3.26-1 of the State Plan. The allocation of funds will be made upon analyses of the manpower and job opportunity data furnished by the cooperating organizations, agencies and institutions (described in Section 1.7 and Section 3.26-1 of the State Plan) among the programs, services and activities for (1) persons in high school, (2) persons who have completed or left high school and who are available for study in preparation for entering the labor market, (3) persons who have already entered the labor market and who need training or

retraining to achieve stability or advancement in employment (other than persons receiving training allowances under the Manpower Development and Training Act of 1962), (4) disadvantaged persons, (5) handicapped persons and (6) other various purposes contained in Part B of the Act.

3.15 Vocational Education Needs of Groups to be Served

The factors which will be considered in determining allocations of funds for vocational education for various population groups will include (1) the intensity of need for funds, (2) reasonable expectation of success of all educational programs and activities, (3) the availability of state funds for financing educational programs, (4) the number of persons in each of the several population groups to be served, particularly the disadvantaged and handicapped and (5) the job opportunities that exist in the community area and state.

Population groups as determined by the various formulas in Section 3.27 which will be served are (1) persons in elementary, secondary and postsecondary schools, (2) persons who have completed or left high school who require preparation for entering the labor market, (3) persons who have already entered the labor market, (4) disadvantaged persons, (5) handicapped persons, (6) persons in work study programs, (7) persons in cooperative education programs, (8) students in pre-technical education programs and (9) persons in consumer and homemaking education. Priority will be given those programs which can serve the greatest number of persons in areas of greatest vocational education needs pursuant to

Section 3.26-2 of the State Plan.

3.2 Allocation of Funds to Local Educational Agencies for Programs, Services and Activities

a. Allocation of funds for Part B of the Act will be made in accordance with procedures set forth in 3.1 of the State Plan, Rules and Regulations and the Act.

b. The local educational agency shall be approved by the State Board for the purpose of providing vocational education programs, services and activities throughout the Commonwealth.

c. Local educational agencies must be under public supervision and control except in instances where vocational education is provided under contract as specified in Section 1.8 of this State Plan.

d. All educational agencies are eligible to submit an application for programs, services, equipment and activities, providing the educational program plan meets the criteria for the area concerned.

e. The local educational agency shall have participated in the development of a regional educational plan for vocational programs, services and activities extending over a period of five years. This plan shall include appropriate long-range objectives for serving the vocational needs and requirements of the people within the school district or attendance area and contain such information as may be necessary to describe the population groups requiring vocational education as well as the present and projected manpower needs and job opportunities in the region to be served.

Such regional educational plans shall be approved by the Bureau of Vocational, Technical and Continuing Education in accordance with policies adopted by the State Board.

f. The vocational programs, services and activities identified in the approved plan shall indicate the extent to which they are compatible with the long-range objectives established in Part II of the State Plan and the extent to which they shall meet the objectives of the state in serving all population groups.

g. The local educational agency shall be designated in an approved long-range plan for the purposes of providing programs, services and activities to a group or groups of persons for whom vocational education may be required.

h. The regional long-range plan, including the plan for each local educational agency, shall be developed in consultation with persons knowledgeable about vocational education, manpower needs and opportunities and people who have an interest in and knowledge about the population groups to be served. The regional and local educational agencies long-range plans shall indicate the extent they relate to comprehensive area manpower planning. See Appendix 3.2.

3.21 Local Application

Application forms used by local educational agencies in requesting federal funds for vocational education programs, services and activities are included in the Appendix 3.21.

3.22 Procedures for Processing Local Applications for Vocational Programs, Services and Activities

3.22-1 Programs, Services and Activities Undertaken by State Board

Not applicable.

3.22-2 Programs, Services and Activities Undertaken by Local Educational Agencies

Qualified local educational agencies may submit applications on forms provided by the Bureau of Vocational, Technical and Continuing Education at a specified time or date designated by the state director for the receipt of applications for funds under this plan. The state director may extend the submission date when circumstances require it for any or all agencies.

Approval of the application shall be dependent upon the satisfactory assurances of compliance with the terms and conditions of all applicable rules and regulations.

The department will notify each applicant of action taken on the application. The department may, in the notification of approval, spell out such terms as it considers appropriate to assure that the applicant's

proposed programs, services and activities will meet the priorities established in the state's annual program plan.

Approved applications meeting the state's priorities shall be allotted funds based on proposed expenditures described in a budget or an approved application to the extent that funds are available by category applicable to the population group to be served, and the proposed programs, services and activities to be carried out.

3.22-3 Coordination with Other State Agencies

The Bureau of Vocational, Technical and Continuing Education cooperates and works in coordination with other governmental agencies as a matter of routine. Cooperative arrangements will be encouraged at the state and local levels with various agencies, organizations and institutions concerned with manpower training needs, disadvantaged, handicapped, etc. See Appendix 1.7 for copy of agreement.

In the event that an application from a local educational agency contains proposed programs, services or activities which have a specific relationship to other jurisdictions such as Title I, ESEA, special education or welfare, such agencies shall be notified by the state director of Vocational Education. If the need arises, arrangements shall be made for a review of local applications by the appropriate agency.

3.23 Procedures for Processing Local Applications for Construction

3.23-1 Projects Undertaken by the State Board

Not applicable

3.23-2 Projects Undertaken by Local Educational Agencies

The Department of Education will arrange for the construction of the area vocational education school facilities through local educational agencies. In approving and undertaking area vocational education school facilities the Department of Education and local educational agencies shall follow the policies and procedures provided by state law and the State Board.

a. Construction applications may be initiated and submitted by local educational agencies which meet the criteria established by the Department of Education. Application shall be made on forms provided and submitted by the dates established by the Bureau of Vocational, Technical and Continuing Education.

b. Applications shall be reviewed by appropriate staff members to determine their eligibility in terms of relationship to an approved attendance area, meeting the educational needs of the persons to be served by the region in which the facility will be constructed, and providing educational programs, services and activities necessary to meet present and projected manpower requirements and job opportunities within the region.

3.23-3 Coordination with Other State Agencies

The State Board requires that the same established procedures be followed as for any other public school building project which includes administrative clearance by other state agencies including Art Commission, the Department of Health, the Department of Labor and Industry, Department of Highways, Forest and Waters, Local Development Planning Groups, State Fire Marshall and any other state or local regulations.

3.24 Maintenance of Effort

Federal funds made available under Part B of the Act will not supplant state or local funds, but will be so used as to supplement, and to the extent practical, increase the amount of state or local funds that would in the absence of such federal funds be made available for the purposes set forth in Section 122 (a) of the Act and paragraph 3.1 of the State Plan, so that all persons in all communities of the state shall have ready access to vocational education suited to their needs, interests and ability to benefit therefrom.

No payment of federal funds will be made to a local educational agency which has not maintained its combined fiscal effort from state and local funds as described in federal regulations.

3.25 Matching

3.25-1 Overall State Matching

Federal funds will be allocated to local educational agencies in a manner which will result in at least one dollar of state and local funds being expended

for each dollar of federal funds expended under the State Plan for vocational education programs, services and activities under Part B of the Act, but not in a manner which requires local educational agencies to match federal funds at a percentage ratio uniform throughout the state.

3.25-2 Reasonable Tax Effort

a. No local educational agency which is making a reasonable tax effort will be denied funds for the establishment of new vocational education programs solely because it is unable to pay the non-federal share of the cost of such programs.

b. The tax effort of a local educational agency shall be represented by the ratio between the total annual tax revenues available to the agency for educational purposes and total wealth of the local area or community served by the agency. In computing local tax effort the state may use whatever means it considers fair and equitable including references to an existing tax effort index to all local educational agencies in the state. This index of tax ratios is calculated annually and obtained from the Pennsylvania Tax Equalization Board in cases of elementary and secondary educational agencies.

c. The State Board shall consider a local educational agency's tax effort reasonable whenever it is equal to, or greater than, the state average tax effort.

d. See Appendix 3.25-2 for copies of A Measure of Local

Effort published by the Bureau of Statistics and contains the Market Values of Taxable Property, developed by the Pennsylvania State Tax Equalization Board.

3.26 Criteria for Determining Relative Priority of Local Applications

3.26-1 Manpower Needs and Job Opportunities

The Bureau of Vocational, Technical and Continuing Education shall consider current and projective manpower needs and job opportunities, particularly, new and emerging employment requirements and opportunities based upon data available from the Department of Labor (local, state and national levels), surveys or studies conducted locally, upon the recommendations of local and state agencies or advisory committees, and/or any contracted survey approved by the State Board.

Data collected regarding manpower needs both local and statewide shall be disseminated by the state to local educational agencies for use in local planning. Identified areas of need and shortage shall be considered by the State Board with respect to approving a local educational agency application.

Efforts will be made to encourage local educational agencies to develop and support programs to fulfill these needs and job opportunities by planning vocational programs, services and activities in such areas. Particular consideration shall be given to those agencies whose proposed vocational education programs

are best designed to (1) fulfill current or projected manpower needs in existing occupations at the local level by preparing students for current or projected manpower job opportunities in such occupations, or (2) fulfill new or emerging manpower needs at the local, state and national levels by preparing students for new and emerging job opportunities at such levels.

In determining the extent to which manpower needs and job opportunities described in a local application will influence the determination of the State Board in allotting federal funds, the judgment will be based upon the extent to which the proposed programs, services and activities will make a significant contribution to achieving the objectives identified in the state's long-range plan (Part II of the State Plan).

Periodic evaluations of the extent to which the state has achieved its long-range objectives shall also be considered in making determinations in regard to allotting funds to local educational agencies.

3.26-2 Vocational Education Needs

The vocational education needs of the various population groups, particularly the disadvantaged and handicapped, will be identified and determined in accord with the criteria established in Sections 3.11, 3.12, 3.13, 3.14 and 3.15 of this part and in Part II, Section 4.0 of the Annual and Long-Range Program Provisions.

3.2

An analysis of the relative priorities of each of the Part B program purposes is presented in the formula descriptions in Section 3.27 of this part. These needs and priorities are given special attention in the weights applied to the various terms in the formulae. The relative priorities of the local educational agency applications will be reflected in the results obtained from formula manipulation.

Application approval will be based on the agencies proposed plan of meeting the needs of the various population groups as proposed in the regional plan of the local education agency and the Annual and Long-Range Program Plan Provisions (Part II of the State Plan).

Periodic evaluations of the status of the local educational agencies' programs, services and activities will indicate the extent to which their objectives and the objectives of the state's long-range plans have been met and will help determine, in part, allotments of funds for proposed programs submitted by the local agencies.

3.26-3 Relative Ability to Provide Resources

In the allocation of funds, the State Board will give due consideration to the local educational agency's relative ability to provide resources needed for vocational education.

The economic index for determining the relative ability of the local educational agency to support its proposed programs shall be determined by (1) assessed market valuation per school enrolle and (2) the effective buying income per household. These variables are updated annually and described in Section 3.27 of this plan. Areas depressed or high unemployment areas will receive particular priority when proposals for programs, services and activities are specifically directed to overcoming the inadequacies of the disadvantaged in those areas.

3.26-4 Relative Costs of Programs, Services and Activities

a. In determining the relative priority of local educational agency applications in terms of cost of education, the State Board shall give primary consideration to (1) differences in the cost to local educational agencies of materials and services, such as construction or equipment costs or teacher's salaries, which are due to variations in price and wage levels or other economic conditions existing in the areas served by the local educational agency, and (2) difference in the amount of excess costs accruing to local educational agencies because of the necessity of supplying additional special services other than those necessary to meet the special

vocational education needs of certain population groups, such as disadvantaged and handicapped persons. In this respect, the costs to be considered are those which are not usually part of the cost of education provided by other local educational agencies in the state.

b. A comparison of the average statewide costs for programs, services and activities and the proposed programs, services and activities submitted by local educational agencies shall be made to determine the excess cost.

c. In allotting funds to support the programs, services and activities identified in the local application submitted by the educational agency, special attention will be given where it is determined that conditions and factors in a particular local educational agency are such that the increased cost is beyond the reasonable control of the school district.

d. Excessive funds will be allocated to local educational agencies on the basis of previously identified criteria with particular consideration given to those local educational agencies whose proposed programs will make a significant contribution to meeting the objectives of the state as identified in Part II, Annual and Long-Range Program Plan Provisions of the State Plan.

3.26-5 Other Criteria of the State

Criteria for determining the relative priority of local applications will be as described in paragraph 3.1 of Part I. The method of using the criteria and the relative importance of the weighted factors is described in paragraph 3.27 of Part I.

3.27 Application of Criteria in Determining the Relative Priority of Local Applications

The following procedures will be used to apply the criteria set forth in Section 3.26 in determining the percentage amount of the federal share of the total cost of the programs, services and activities proposed in approved local applications:

3.27-1 Formula Development for P.L. 90-576

Distribution of federal funds received by Pennsylvania under P.L. 90-576 will include consideration of the following four variables at the local level (1) manpower needs and job opportunities, (2) vocational education needs, (3) relative ability to pay and (4) excessive costs.

A model will be constructed to enable Pennsylvania's vocational education programs to adjust the system, logic or weight of the variables with very little effort.

P.L. 90-576 identifies three major purposes for which a specified minimum amount of funds must be expended. However, other obligations of P.L. 90-576 introduce additional purposes into the model. The resultant portions into which the state's allocation are to be divided is shown in Figure I on subsequent page.

DISTRIBUTION OF FEDERAL FUNDS

APPROPRIATED

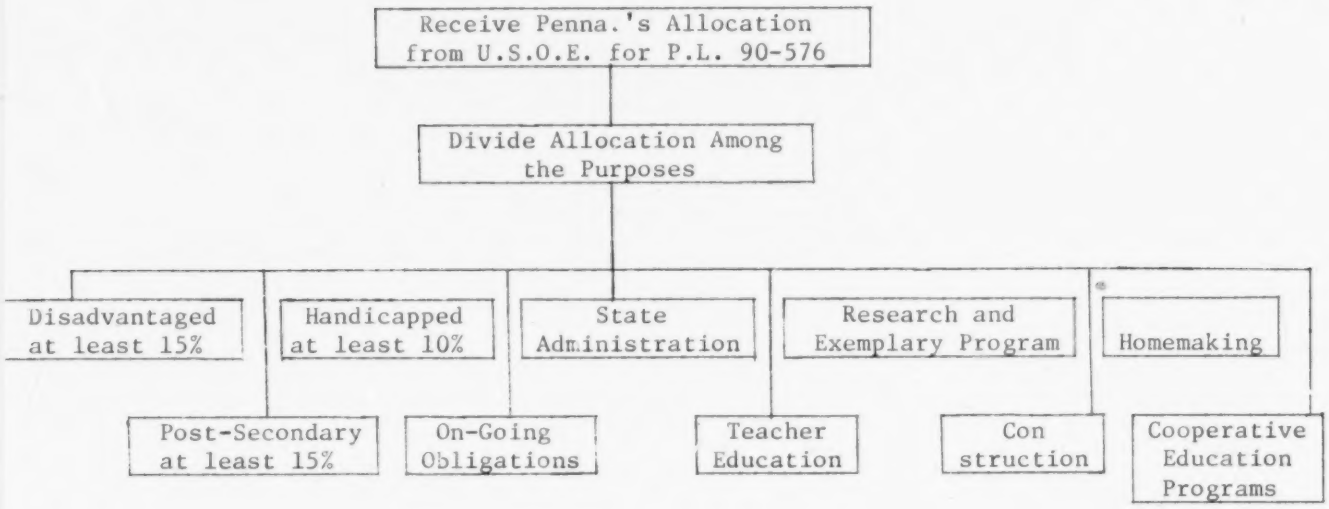
UNDER

P.L. 90-576

AND

PART F OF THE HIGHER EDUCATION ACT OF 1965

Figure I



3.27-2 Development of a Common Relative Scale

Having identified the ten purposes in Figure I, it is necessary to identify those purposes where a formula may be employed, and also to identify the characteristics or variables that must be included in each of the formulas according to the law itself and management considerations. Since it is highly desirable that the mathematical device used for every variable makes the comparison and resulting weight of each county or institution truly relative, a scale of points based on interpolated standard deviations and means was developed. A simple description of this device follows:

a. For every selected variable used in computation of local allocations, the value for each county or institution on the one variable is included in the computation of the mean and standard deviation values representative of the applicants.

b. The mean and standard deviations are computed and placed on a scale that would look like the one immediately following (assume, for illustration, a mean of 22 and standard deviation of 5):

Standard Deviations	SD -5	SD -4	SD -3	SD -2	SD -1		SD +1	SD +2	SD +3	SD +4	SD +5
						Mean					
Variable Values	0	2	7	12	17	22	27	32	37	42	47
	(Provides less funds)										
Point Values	10	9	8	7	6	5	4	3	2	1	0
	(Provides more funds)										
	0	1	2	3	4	5	6	7	8	9	10

c. By assigning point values to the standard deviations, a common rating scale can be developed for all variables as shown on the bottom line of the illustration above.

d. If a higher value on the variable is to be considered reason to give less financial support to the local units, such as a high ability to pay, the points are numbered from right to left as shown above. However, if the higher value on the variable were deemed to be reason to give more financial aid, such as high dropout rate, the points' values would simply be numbered left to right. Unless the variable value exactly equals the standard deviation value, an interpolation route is employed to add accuracy.

e. The point values for each local educational agency or institution are then inserted into the appropriate formula (s), which are developed hereafter. It is the formula that brings together the points earned on the several variables and enables them to be applied against the money to be allocated with the result that the counties or institutions each receive their proportionate share of the funds for the particular purpose, leaving no more than a fraction of a cent unallocated.

3.27-3 Description of Formulas

a. Disadvantaged Formula

Factors included in the formula:

(1) Number of disadvantaged in the district (D).

(2) Market valuation per school enrollee (MVE).

(3) Effective buying income per household of the county in which the school district is located (EBIH).

(4) High school dropout rate (DOR).

(5) Unemployment rate (UR) in the county.

(6) Expenditure per pupil in vocational education (EP).

(7) Economically depressed area (ED).

(8) Projected training need in the county (TN). (If it is desired to emphasize the need in a given occupation in any or all counties, the projected need can be multiplied by any factor above one. To de-emphasize a specific need, the projection can be divided by any factor above one. These flexibilities will enable state administrators to correlate the emphasis with planning efforts).

(9) Expenditure per pupil in the district for all students (TEP).

Formula:

$$D \left[\frac{(MVE + EBIH)}{2} + DOR+UR+EP+ED+TN+\frac{TEP}{2} \right] =$$

The formula yields a total point value (P) for

each district, which is used to determine the amount each district will be allocated. This allocation amount depends upon the relationship of a district's points to the sum of the points for all districts Sum P. This decimal value (DV) is calculated by the following formula:

$$\frac{P}{\text{Sum } P} = DV$$

The actual dollar amount of the district's allocation ($A) is then computed by multiplying the decimal value (DV) by the total amount of funds to be allocated among the districts for programs for the disadvantaged (TAD) as indicated in Figure I of this section.

$$DV \times TAD = \$A$$

This completes the procedures for determining the allocations to districts and institutions to support programs for training the disadvantaged.

b. Handicapped Formula

Factors included in the formula:

(1) Number of handicapped in the county (or district if available) (H).

(2) Number of cases served by rehabilitation services (CS).

(3) All other factors abbreviated in the formula are explained in the disadvantaged formula discussion above.

Formula:

$$H\left[\frac{(MVE + EBIH)}{2} + DOR+UR+EP+TN+\frac{TEP}{2} + CS\right] =$$

This formula also yields a point value for each institution, which is used to determine the amount each institution will be allocated. This, too, is computed exactly in the manner described under the disadvantaged formula. Here, however, the dollar amount allocated is for programs for the handicapped as indicated in Figure I of this section.

c. Post-secondary Formula

Factors included in the formula:

(1) Full-time equivalent enrollment in vocational curricula reported by the institution (FTE).

(2) Revenues for current expenses per full-time equivalent students of entire college (CE).

(3) All other factors abbreviated in the formula are explained in the disadvantaged formula discussion above.

Formula:

$$FTE\left[\frac{(CE+EBIH)}{2} + DOR+UR+ED+TN\right] =$$

This formula also yields a point value for each institution, which is used to determine the amount each institution will be allocated. This, too, is computed exactly in the manner

described under the disadvantaged formula. Here the allocation would be for postsecondary institutions including area vocational-technical schools operating approved post-secondary programs as indicated in Figure I of this section.

d. Research and Exemplary Formula

Factors included in the formula:

In research and exemplary programs, the prime considerations are ability to pay and the number of people most likely to benefit from the program.

(1) Number of people served by the project (PS).

(2) All other factors in the formula are described in the formulas above.

Formula:

$$PS\left[\ PS = \frac{(MVE+EBIH)}{2}\ \right] =$$

For postsecondary institutions, CE would replace MVE in the formula. The dollar allocation is computed as described above in the disadvantaged formula discussion.

e. Consumer and Homemaking Education Formula

Factors in the formula:

(1) Enrollments in homemaking and consumer education programs (HCE).

(2) Other factors have been described above.

Formula:

$$HCE\left[\frac{(MVE+EBIH)}{2} + \frac{DOR+UR+EP+ED+TN+TEP}{2}\right] =$$

For postsecondary institutions CE would replace MVE in the formula. The dollar allocation is computed as described above in the disadvantaged formula.

f. Cooperative Education Formula

Factors in the Formula:

(1) Enrollments in cooperative education programs (CEE).

(2) Other factors have been described above.

Formula:

$$CEE\left[\frac{(MVE+EBIH)}{2} + \frac{DOR+UR+EP+ED+TN+TEP}{2}\right] =$$

For postsecondary institutions CE would replace MVE in the formula. The dollar allocation is computed as described above in the disadvantaged formula.

g. General Secondary Formula

Factors in the formula:

(1) Total secondary school enrollment of the local educational agency (SSE).

(2) All other factors were explained in previous discussions.

Formula:

$$SSE\left[\frac{(MVE+EBIH)}{2} + 2DOR+UR+EP+ED+TN+\frac{TEP}{2}\right]$$

Computation of the dollar amount is accomplished as described in the disadvantaged formula.

h. General Adult Formula

Factors in the formula:

(1) Total hours of instruction in adult vocational education for the school district served for the preceding year of operation. (THI)

(2) Other factors have been described above.

$$THI\left[\frac{(MVE+EBIH)}{2} + 2(DOR+UR) + ED + TN\right]$$

Funds will be allocated by formula to local educational agencies presently operating adult programs. Local educational agencies desiring to originate programs in adult vocational education shall request funds on a project basis for first year operation and, thereafter, will be included in formula allocation.

Computation of the dollar amount is accomplished as described in the formula for the disadvantaged.

3.2

i. Other Distributions

On-going obligations. construction, state administration and teacher education will be funded by setting aside sufficient funds to cover these costs. On-going obligations will be eliminated in the future by not making new commitments or extending old commitments. Wherever possible, it would be desirable to fund the obligations from the normal allocations computed under the General Purpose Formula:

Factors in the Formula:

(1) Total population within the jurisdiction of the local education agency (POP).

$$POP\left[\frac{(MVE+EBIH)}{2} + \frac{DOR+UR+ED+TN+TEP}{2}\right]$$

3.27-4 Projects and Allocations

After notification of the districts or institutions concerning their allocation of funds for various purposes, they shall meet with the Vocational Education Regional Planning Unit to which they are assigned and with the assistance of the field consultant assigned to that unit, develop a cooperative educational plan for the vocational programs and services to be undertaken by the regional planning unit.

By pooling the funds allocated to each individual unit in the Regional Planning Unit Organization, more efficient use of the funds can be effected and more productive programs can be undertaken.

3.2

Local, State and Federal amounts to be expended in support of these programs would appear in the proposed documention.

4.0 Vocational Education Programs for the Disadvantaged

In addition to the provisions in 1.0 through 3.0 of this part of the State Plan, the following special provisions apply to programs for the disadvantaged supported with federal funds under Section 102 (b) of the Act:

4.1 Required Allocation of Funds to Certain Areas

Allocation of funds available under Section 102 (b) of the act shall be made to vocational education programs for disadvantaged persons located in areas of the state having a high concentration of youth unemployment or school dropouts. Such areas shall be determined on the basis of the provisions contained in Section 1.10D of the State Plan.

4.2 Participation of Students in Nonprofit Private Schools

Grants may be made through local educational agencies to private nonprofit schools in areas of high youth unemployment and school dropouts, consistent with the number of students enrolled in such schools, whose educational needs are of the type which the program or project involved is to meet. Such students shall have the opportunity to participate in vocational education programs.

Vocational education programs or projects will not be approved and funded under Section 102 (b) of the act until the State Board determines that, to the extent consistent with the number of students enrolled in nonprofit private schools in the geographic area to be served whose educational needs are of the type which such a program or project is designed to meet, provision has been made for the participation of such students. Such services may

be provided through such arrangements as shared time or dual enrollment, and may include professional and sub-professional services providing that such services satisfy the criteria established by the State Board.

Each application submitted by the local educational agency shall indicate the number of students enrolled in private nonprofit schools who are expected to participate in the proposed program or project, the degree and manner of their expected participation and such information as is necessary to assure the State Board that participation of nonprofit private school students will be genuine and meaningful and consistent with the provisions of Section 102.7 of the federal regulations.

4.3 Noncommingling of Funds

The state makes use of separate bank accounts and separate funding to assure noncommingling of federal with state and local funds. This procedure facilitates identification of the source of funds used in the support of vocational education programs, services and activities.

5.0 Vocational Education Research and Personnel Training

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to research and training supported with federal funds under Part C of the Act:

5.1 State Research Coordinating Unit

The Research Coordinating Unit (RCU) shall be the designated agency to coordinate vocational education research in the Commonwealth. The unit is one of four divisions within the Bureau of Research, Department of Education. The other divisions are (1) Research Design, (2) Applied Research, and Cooperative Research. The personnel within these three divisions are on occasion asked to contribute their competencies to RCU projects.

5.11 The RCU shall work with the Bureau of Vocational, Technical and Continuing Education. The unit also works very closely with other bureaus in the department that interact with vocational-technical education programs.

5.12 The RCU staff shall be composed of, but not limited to two Research Associates II; two Research Associates I; and four Research Assistants.

5.13 Research and research training programs funded and conducted in the state shall be designed to meet the need for new knowledge and insights relevant to the vocational needs of all persons. Emphasis will be given to experimental, developmental or pilot programs designed to meet the special vocational needs of persons in economically depressed communities who have academic, socio-economic or other

handicaps that prevent them from succeeding in the regular vocational education program. Dissemination of findings will be accented in the foregoing programs. Such programs shall be recommended and coordinated by the Research Coordinating Unit under the direction of the State Director of Vocational Education in accordance with State Board regulations and policies.

5.2 Application Procedures

5.21 Submittal of Applications

Under policies approved by the State Board, the chief school officer or individual authorized to act for the college, university, local educational agency and other public or nonprofit private agency may submit applications to the Pennsylvania Department of Education for funds to conduct research and research training programs.

Contractual agreements may be made with private organizations and institutions to pay up to 90 per cent of the cost of programs and projects for research and research training programs in accordance with the act (P.L. 90-576) and State Board regulations and policies.

5.21-1 Research applications eligible for funding shall be based on a sound theory and a timely philosophy of vocational education. The proposal plan and design shall include title, description of problem, review of related literature, objectives, procedures, personnel, equipment, facilities, cost to the state, cost to conducting agency and a plan for effective

dissemination of findings.

5.21-2 The proposal design must reveal consistency between the magnitude of the problem, funds requested and time needed to complete the project.

5.21-3 Outcomes of the proposed research activity must demonstrate generalizability to the Commonwealth or other settings in addition to the local situation.

5.22 Review of Application

A research proposal developed by an eligible agency shall be submitted to the Bureau of Vocational, Technical and Continuing Education. The proposal shall be forwarded to the Research Coordinating Unit to initiate action for a critical analysis by a review committee. The review committee shall be composed of at least three persons who are recognized as experts in the area relevant to the proposal. The review committee shall use the following criteria for evaluating each proposal (1) educational significance and relevance to long-range and annual program priorities, (2) soundness of design, procedure and operational plan, (3) adequacy of personnel and facility utilization (4) economic efficiency, (5) potentiality of continued success as regular programs and (6) applicability to exemplary and other related programs. Based on the review, the Research Coordinating Unit shall make recommendations to the state director of Vocational Education for approval and funding.

5.23 Action on Application

5.23-1 The state director of Vocational Education shall notify the agency or institution of an approved proposal. All applicants receiving an approved proposal will receive an award letter specifying the grant or contract award conditions which the applicant must accept in accordance with provisions of the State Plan.

5.23-2 The state director of Vocational Education shall notify the agency or institution of a rejected proposal and give reason for non-approval. Each applicant will be advised that any deferral or disapproval action will not preclude resubmission of the proposal for reconsideration at a later date.

5.23-3 The RCU may recommend to the state director of Vocational Education a proposal be revised and resubmitted. The state director may approve the project but may defer funding due to financial circumstances or other reasons. The applicant shall be notified of the status of the proposal.

5.23-4 The RCU shall utilize a monitoring procedure in coordinating approved projects to aid in the fulfillment of the state's research annual and long-term goals.

5.3 Notification of the Commissioner

The state director of Vocational Education as the designated official of the Department of Education shall submit to the commissioner an information copy of approved research proposals within 15 days of approval.

6.0 Exemplary Programs and Projects

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to exemplary programs and projects supported with federal funds under Part D of the act.

6.1 Application Procedures

6.11 Submittal of Applications

6.11-1 Qualified local educational agencies or institutions may submit applications for exemplary programs and projects and other activities eligible under Part D at such times and in such manner as prescribed by the State Board.

6.11-2 Applications shall describe the nature, duration, general and specific objectives of the program or project, a plan of how objectivies will be achieved, utilization of the results in regular programs of vocational education, qualifications of staff personnel responsible for the program or project, a justification of the amount of funds requested, the portion of the cost to be borne by the applicant and such other necessary information as the State Board may desire. Applications shall be executed and submitted to the State Board by an individual authorized to act for the applicant.

6.12 Review of Applications

6.12-1 Initial revision of applications shall be made by staff in the Bureau of Vocational, Technical and Continuing Education utilizing appropriate professional

personnel in the vocational education services and other units in the Department of Education when necessary or desirable.

6.12-2 All applications will be reviewed in terms of criteria in Section 9.12 in addition to the following:

(1) extent to which the project is of sufficient scope and duration to make a significant contribution to vocational education and (2) adequacy of project evaluation plans.

6.12-3 The appropriate division may request additional information and details from the applicant prior to a final review.

6.12-4 Applications judged eligible and appropriate by the appropriate division staff may be submitted to a review team of persons recognized as experts in the relevant areas. The membership on the review team may consist of individuals from such units as the Bureau of Vocational, Technical and Continuing Education including the chiefs of Program Development, Program Planning, Special Services Coordination, Research Coordinating Unit, Division of Adult and Continuing Education, Bureau of Community Colleges, Bureau of Special Education. Additional ad hoc members may be included when desirable or appropriate.

6.13 Action on Applications

Action on all applications shall be in accordance with procedures contained in Sections 9.13 and 5.23.

6.2 Program or Project Requirements

All exemplary programs or projects for which the State Board makes grants or contracts shall meet the following requirements:

6.21 Coordination With Other Programs

Grants or contracts for exemplary programs or projects under Part D will be made when the State Board determines, on the basis of information in the application, that effective procedures will be followed by contractors or grantees to assure that the planning, development and operation of such programs and projects are coordinated with other programs and projects carried out under grants and contracts pursuant to this part and with other publicly and privately operated programs having the same or similar purposes as such programs and projects. The Research Coordinating Unit shall monitor approved exemplary projects. Efforts shall be made to communicate with other agencies about similar projects by scheduling regular meetings with identified personnel and agencies.

6.22 Participation of Students in Nonprofit Private Schools

Exemplary programs and projects under Part D of the act will not be approved and funded until the State Board or the designated representative determines that, to the extent consistent with the number of students enrolled

in nonprofit, private schools in the area to be served whose educational needs are of the type which such a program or project is designed to meet, provision has been made for the participation of such students.

Applications will contain such information as is necessary to assure the State Board that participation of nonprofit private school students will be genuine and meaningful and consistent with the provisions of Section 102.7 of the federal regulations.

6.23 Noncommingling of Funds

The state makes use of separate bank accounts and separate funding to assure noncommingling of federal with state and local funds. This procedure facilitates identification of the source of funds used in support of vocational education programs, services and activities.

6.24 Notification to Commissioner

The state director of Vocational Education as the designated official of the Department of Education shall submit to the commissioner a copy of approved exemplary proposals within 15 days of approval.

7.0 Residential Vocational Education Schools

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to residential vocational education schools supported with federal funds under Part E of the act:

7.1 Procedures for Establishing Residential Facilities

7.11 State Operated

There are no residential vocational education schools in Pennsylvania at present for which the State Board has direct administrative responsibilities.

7.11-1 Planning

Not applicable

7.11-2 Construction

Not applicable

7.11-3 Operating

Not applicable

7.12 Locally Operated

Applications to establish and operate residential vocational education schools shall be submitted to the state director of Vocational Education for review and approval. The state director shall be responsible for submitting approved applications for residential vocational education schools to the commissioner.

7.12-1 Submittal of Applications

In approving and undertaking the establishment and construction of school facilities the State Board and local educational agency shall follow the policies and procedures provided by state law and the Pennsylvania Department of Education.

7.1

Applications shall include information with respect to the relationship to serving geographical areas having substantial or disproportionate numbers of youth who have dropped out of school or are unemployed, to serving persons from such areas, the degree to which available existing facilities will be used as a part of the residential facilities and assurance that the construction of the facilities will meet the standards of construction in Section 1.9 and paragraphs 3.23-2 and 3.23-3 of the State Plan.

7.12-2 Review of Application

Local educational agencies shall develop an educational program plan to be submitted to the Pennsylvania Department of Education for review and approval.

The educational program plan shall give full consideration to its impact on the needs of disadvantaged youth and on reducing youth unemployment. It shall also show relevance to annual and long-range plans, to adequacy of facilities and to reasonable cost estimates.

7.12-3 Action on Applications

Applications submitted by local educational agencies to the State Director of Vocational Education will be reviewed by a team of staff members who are recognized as experts in the relevant areas.

The review team will recommend one of the following actions.

a. Approve the application in whole or in part.

b. Recommend disapproval.

c. Defer action on the application for such reason as lack of funds or need for further evaluation.

d. Deferral or disapproval of an application shall not preclude its reconsideration or resubmission by the applicant. The state director of Vocational Education shall notify the local educational agency in writing as to approval or disapproval of the application; or as to request for revision or resubmission.

7.13 Priority Allocation of Funds to Certain Areas

Priority in the allocation of funds for residential vocational education schools shall be given to areas of the state having high concentrations of youth unemployment or school dropouts at such time as funds become available.

7.2 Requirements

Planning, construction and operation of residential school facilities shall meet the requirements noted below.

7.21 Purpose of Program

Residential schools will be operated and maintained for the purpose of conducting a residential vocational education school program,

7.2

including room, board, and other necessities, for youth, at least age 14 but who have not attained age 21 at the time of admission to the training program, who need full-time study on a residential basis and who can profit from vocational education instruction, but, in no case, may juveniles be assigned to such schools as the result of their legally adjudicated delinquent conduct.

7.22 Non-discrimination

Provision shall be made for the appropriate selection without regard to sex, race, color, religion, national origin, or place of residence within the state of students needing education and training at such school and such facilities and may not be used in a manner resulting in racial segregation.

7.23 Employment Opportunities

Vocational course offerings at residential vocational schools shall include fields for which available labor market analyses indicate a present or continuing need for trained manpower, and the programs, services and activities offered shall be appropriately designed to prepare enrollees for entry into employment or advancement in such fields.

7.24 No Fees or Charges

No fees, tuition or other charges shall be required of students who occupy the residential vocational education facilities.

7.3 Notification to Commissioner

The state director of Vocational Education as the designated official of the Department of Education shall submit to the commissioner a copy of approved proposals within 15 days of approval.

8.0 Consumer and Homemaking Education

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to consumer and homemaking education supported with federal funds under Part F of the Act:

8.1 Establishing and Operating Programs

Consumer and homemaking education programs shall be designed, established and conducted to meet the needs of persons of all ages in all communities of the state. Such programs shall emphasize increased assistance to consumers and shall be directed toward helping to improve home environments and the quality of family life.

8.11 State Operated

Programs shall be arranged with qualified public educational agencies, organizations and institutions approved by the State Board in accordance with policies and procedures in conformity with those outlined in Subsections 3.24, 5.21 and 7.1.

8.12 Locally Operated

Policies and procedures for receiving, reviewing and acting upon local applications shall conform with those enumerated in Section 3.0. In addition the following special provisions shall be applicable:

8.12-1 Submittal of Applications

Qualified agencies and institutions may submit applications for consumer and homemaking programs, services, or other activities eligible under Part F of the Act at such times and in such manner as

prescribed by the State Board. Such applications shall include justification in terms of meeting social and cultural conditions and needs particularly in economically depressed and high unemployment areas, encouraging preparation for professional leadership, preparing youth and adults for entering the work of the home or for a dual role of homemaker and wage earner and providing consumer education as an integral part of the program.

8.12-2 Review of Applications

In addition to the procedures for review of applications specified in Section 3.22, the following criteria shall be considered when making judgments concerning the appropriateness of applications:

a. Impact on disadvantaged youth and adults.

b. Relevancy to annual and long-range plans.

c. Adequacy of facilities.

d. Reasonableness of cost estimate.

e. Plans for staffing.

f. Provision for supervision.

g. Provision for evaluation.

8.12-3 Action on Applications

Action on applications shall be taken through the appropriate program specialist in accordance with procedures specified in Sections 1.10B, 5.23, 6.13, 7.12-3, 8.12-1 and 9.13.

8.13 Required Allocation of Funds to Certain Areas

At least one-third of the federal funds allocated to the state under Part F of the Act shall be used for consumer and homemaking programs in economically depressed areas or areas with high rates of unemployment.

8.2 Required Content of Program

Programs approved by the State Board will meet the following requirements:

a. The program encourages greater consideration of the social and cultural conditions and needs, especially in economically depressed areas.

b. The program encourages preparation for professional leadership in home economics and consumer education.

c. The program is designed for youth and adults who have entered or are preparing to enter the work of the home.

d. The program is designed to prepare such youth and adults for the role of homemaker or to contribute to their employability in the dual role of homemaker and wage earner.

e. The program meets specific needs of out of school youth or adults in improving the quality of home and family living.

f. The program is designed to provide for the development of instructional and curricular materials for use in consumer and homemaking education.

g. The program includes consumer education as an integral part thereof.

8.3 Ancillary Services and Activities

Ancillary services and activities may be conducted to assure quality in

8.3

consumer and homemaking education programs. The state's program of consumer and homemaking education shall be continuously evaluated by a senior program specialist or program specialist assigned this responsibility. In addition, the senior program specialist shall be responsible for programs relative to consumer and homemaking education in: teacher training, curriculum development, research, special projects and development of instructional materials. Field staff may be involved in these activities upon assignment.

9.0 Cooperative Vocational Education Programs

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to cooperative vocational education programs supported with federal funds under Part G of the Act.

9.1 Procedures for Approval of Cooperative Vocational Education Programs

a. Local educational agencies shall be responsible for the development and operation of cooperative vocational education programs. The programs will be designed for the purpose of assisting youth in developing those concepts, understandings and attitudes necessary to adjust to the work environment and thereby gain occupational competencies consistent with their career interests. Career opportunities will be determined by the local educational agency in cooperation with public and private employers and/or other agencies, organizations and institutions concerned with manpower needs and job opportunities.

b. The local educational agency may develop and operate cooperative vocational education programs by written contract only. The local educational agency shall complete all forms required by the Department of Education for each project.

9.11 Submittal of Applications

Applications for cooperative vocational education programs shall be submitted by the local educational agency to the State Director. The application shall describe the nature, duration, purpose, plan of the project, value to vocational education, qualifications of staff, financial arrangements,

extent of participation of public and private employers, and the number, degree, and manner of expected participation of students from private nonprofit schools.

The local educational agency shall maintain administration control and direction of all such programs.

9.12 Review of Applications

All applications shall be reviewed by staff in the Bureau of Vocational, Technical and Continuing Education utilizing appropriate staff members in other units in the Department of Education when necessary or desirable. All applications will be reviewed in terms of:

a. Relevance to priority areas specified in the long-range plan to vocational education programs, services and activities described in the annual plan.

b. Impact on reducing youth unemployment.

c. Impact on meeting the vocational education needs of disadvantaged youth.

d. Adequacy and competency of staff.

e. Adequacy of facilities.

f. Reasonableness of cost estimates.

g. Expected outcomes.

h. Expected potential for utilizing the results of the proposed program or project in exemplary or regular vocational education programs.

9.13 Action on Application

The Bureau of Vocational, Technical and Continuing Education shall review all applications and recommend one of the following actions:

a. Approve the application in whole or in part.

b. Disapprove the application.

c. Defer action on the application for such reasons as lack of funds or need for further evaluation.

9.13-1 Deferral or disapproval of an application will not preclude its reconsideration or resubmission at a later date.

9.13-2 The state director of Vocational Education shall notify the applicant in writing of the disposition of the application.

9.2 Requirements of Cooperative Vocational Education Programs

All cooperative vocational education programs or projects under Part G of the Act shall meet the following requirements:

9.21 Purpose

Cooperative vocational education programs shall meet the definition in Regulation 102.3 (G) and will be administered by local educational agencies with participation of public or private employers providing on-the-job training opportunities that may not otherwise be available to persons who can benefit from such programs.

9.22 On-The-Job Training Standards

Each cooperative vocational education program shall be designed to provide on-the-job training that:

a. Is related to existing career opportunities offering promotion and advancement.

b. Does not displace other workers who perform such work.

c. Employs student-learners in conformity with federal, state and local laws and regulations and in a manner not resulting in exploitation of student-learner for private gain.

d. Student-learners shall be placed on jobs or assignments in line with their career objectives.

e. Each learning activity shall provide for broad training and for planned supervision and periodic evaluation.

f. Contains a written cooperative training agreement for each student mutually agreeable to the school and the employer setting forth the job learning activities, related subjects, standards of attainment, length of the program and wages to be paid the student.

9.23 Identification of Jobs

Cooperative vocational education programs shall be approved only if the State Board determines, on the basis of information in local applications, that necessary procedures have been established for cooperation with local, state, federal employment agencies, labor groups, employers, community agencies and advisory committees in identifying suitable jobs for persons who enroll in cooperative vocational education programs.

9.24 Additional Costs to Employers

Approved local educational agencies may enter into agreements with employers; however, where reimbursement for additional costs are to be paid to employers, such agreements must be in writing. Such costs and the circumstances under which, and for what reasons, payments will be made either to the students or to an employer as payment for services and goods shall be identified in the local educational agency application and shall be approved by the State Board prior to payment.

9.24.1 Local educational agencies shall include in applications such expenses as will be reimbursed to employers from funds under Part G of the Act, which are necessary to assure that, without such reimbursement, employers will not be able:

a. To provide quality on-the-job training.

b. To provide on-the-job training which is related to existing career opportunities susceptible of promotion and advancement.

c. To provide on-the-job training which does not displace other workers performing such jobs.

9.24-2 Local educational agencies shall set forth such added employers costs in the cooperative training agreement between local educational agency and the employer which indicate allowable costs, amount of funds to be paid, and the duration of the reimbursement.

Such costs may include but are not limited to:

a. Costs for supportive services.

b. Costs created by increased expenditures attributed to participation in cooperative vocational education programs.

c. Fringe benefits in excess of those normally provided by the employer.

d. Increased overhead costs attributed to participation in cooperative training programs.

e. That portion of the cost of materials and equipment in excess of the usual requirement for training initial workers.

f. Added supervisory costs that result when an employer hires enough student-trainees to require additional staff.

g. Travel required by staff personnel.

h. Insurance and bonding for hiring personnel or disadvantaged persons.

i. Safety equipment furnished to student-learners.

j. Costs not anticipated in the original proposal which at the discretion of the state director of Vocational Education or his representative can be legally justified and proven in writing.

9.25 Costs to Students

The State Board shall require the local educational agency to include in its application such plans for reimbursing students to pay in behalf of students unusual costs

resulting from participation by such students in a cooperative vocational education program. Payments shall be made only for those costs which (1) are not reasonably required of persons engaged in the field of employment for which cooperative vocational education is being provided such as, but not limited to, special tools, equipment and clothing, safety and other protective devices, reasonable transportation costs and (2) do not have the effect of underwriting personal obligations and expenses which students in similar circumstances are usually expected to assume.

9.25-1 Requests for reimbursement shall be documented by such records, vouchers and invoices as are required for verification and payment by the Department of Education.

9.26 Participation of Students in Nonprofit Private Schools

The local education agency shall offer, to the extent consistent with the number of pupils enrolled in nonprofit schools in the area to be served, whose educational needs are of the type which the program is to meet, the opportunity to participate in the cooperative vocational education program. The arrangements to facilitate such programs will be consistent with Regulation 102.7.

9.27 Noncommingling of Funds

The Bureau of Vocational, Technical and Continuing Education requires all approved cooperative vocational education agencies to submit a resolution with their application,

indicating that federal funds made available under Part G of the Act shall not be commingled with state or local funds so as to lose their identity as federal funds.

9.28 Evaluation and Follow-Up Procedures

Local educational agencies conducting cooperative vocational education programs shall supervise and provide for continuous evaluation of student-trainees engaged in approved on-the-job training activities of such programs.

In addition, local educational agencies shall provide for the first year follow-up and a five year follow-up of cooperative student-trainees who completed cooperative education programs.

9.3 Ancillary Services and Activities

In addition to the general provisions in the State Plan with regard to state administration and leadership, program evaluation and teacher training, the State Board shall provide or make arrangements for the provision of other ancillary services necessary to assure quality in all cooperative vocational education programs. Such other ancillary services may include pre-service and in-service training of teacher coordinators, development of curricular and instructional materials, jointly conducted evaluations of cooperative programs and services and providing adequate vocational guidance and requirements applicable to cooperative vocational education programs.

10.0 Work Study Programs for Vocational Education Students

In addition to the provisions in 1.0 and 2.0 of this part of the State Plan, the following special provisions apply to work study programs for vocational education students supported with federal funds under Part H of the Act:

10.1 Procedures for Approval of Work Study Programs

Applications will be reviewed by vocational education staff members working under the supervision of the state director of Vocational Education to assure the State Board that the applications were prepared in accordance with policy and procedures established by the State Board and the federal acts. The submittal, review and action on applications for work study programs under Part G will be the same as contained in Sections 9.11, 9.12 and 9.13 in addition to the following:

10.11-1 Applications for work study programs shall be approved by the State Board. Such applications must be made by the administrative official of the local educational agency on forms required by the State Board.

10.11-2 Applications for approval from local educational agencies shall be accompanied by a student application for each student enrolled or pre-enrolled in a vocational education program preparing eligible students for gainful employment.

10.2 Requirements of Work Study Programs

Except as provided in paragraph 10.3 below, funds allocated

to the state under Part H of the act will be expended solely for the payment of compensation of students employed pursuant to work study programs approved by the State Board which meet the following requirements:

10.21 Administration of Program

Work study programs shall be administered by local educational agencies and made reasonably available (to the extent of available funds) to all qualified youths, in the area served by such agency, who are able to meet the requirements in paragraph 10.22 of this section.

10.22 Eligible Students

Employment under the work study program shall be furnished only to a student who (1) has been accepted for enrollment or, if he is already enrolled, is in good standing and in full-time attendance in a program which meets the standards prescribed by the State Board and the local educational agency for vocational education programs under the 1968 Act (2) is in need of the earnings from such employment to commence or continue his vocational education program and (3) is at least 15 years of age and less than 21 years of age on the date of the commencement of employment and is capable in the opinion of the appropriate school authorities of maintaining good standing in his school program while employed under the work study program.

10.23 Limitation on Hours and Compensation

No student will be employed during an academic year or its equivalent for more than 15 hours in any week during which classes in which he is enrolled are in session. The compensation

for such employment will not exceed $45 per month or $350 per academic year or its equivalent. However, in the case of a student attending a school which is not within reasonable commuting distance from his home, his compensation may not exceed $60 in any month or $500 per academic year or its equivalent. For the purposes of this paragraph, "academic year" means a period of nine months (exclusive of the summer term) interrupted by the equivalent of one month vacation.

A student attending a class on a full-time basis in the summer school term shall be limited to 15 hours of employment per week and the monthly compensation of $45 or $60 as described in paragraph above. If the student is not attending classes during the summer, there is no limitation upon his hours of employment or the amount of compensation which he may earn. The total of his summer earnings shall not be limited by, or have the effect of limiting the compensation paid to him for the academic year pursuant to paragraph above.

10.24 Employment for Public Agency or Institution

Employment under work study programs shall be for the local educational agency or for some other public agency or institution (federal, state or local) pursuant to a written arrangement between the local educational agency and such other agency or institution and work so performed will be adequately supervised and coordinated and will not supplant present employees of such agency or institutions who ordinarily perform such work. In those instances where employment under work study programs is

for a federal agency or institution, the written arrangement between the local educational agency and the federal agency or institution will state that students so employed are not federal employees for any purpose.

10.25 Maintenance of Effort

In each fiscal year during which a work study program remains in effect, the local educational agency will expend for employment of its students an amount in state or local funds that is at least equal to the average annual expenditure for work study programs of a similar nature during the three fiscal years preceding the fiscal year in which the work study program of such local educational agency was approved.

10.3 Funds for State Plan Development and Administration

Federal funds used to develop those provisions in the State Plan applicable to work study programs and the cost of administering such provisions after their approval by the commissioner will not exceed one per cent of the state's allotment under Part H of the Act for vocational work study programs, or $10,000, whichever is greater.